Comprehensive School Safety Plan

2021-2022
School Year

School:	Santa Rosa French-American Charter School (SRFACS)
CDS Code:	49 709120125831
District:	Santa Rosa French-American Charter School (SRFACS)
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Approved by:

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Table of Contents

Comprehensive School Safety Plan Purpose 4

Safety Plan Vision 4

Components of the Comprehensive School Safety Plan (EC 32281) 5

(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166) 5

(B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100) 5

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines 7

(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079) 11

(E) Sexual Harassment Policies (EC 212.6 [b]) 12

(F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183) 13

(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2) 14

(H) A Safe and Orderly School Environment Conducive to Learning (EC 35294.2) 14

(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5) 18

(J) Tactical Responses (See EOP, ANNEX B) (EC 32282(a)[2](J)) 19

(K) Procedures for Preventing Acts of Cyber-bullying 21

Safety Plan Review, Evaluation and Amendment Procedures 26

Safety Plan Appendices 27

Emergency Contact Numbers 28

Safety Plan Review, Evaluation and Amendment Procedures 29

Santa Rosa French-American Charter School (SRFACS) Incident Command System 32

Incident Command Team Responsibilities 35

Emergency Response Guidelines 36

Step One: Identify the Type of Emergency 36

Step Two: Identify the Level of Emergency 36

Step Three: Determine the Immediate Response Action 36

Step Four: Communicate the Appropriate Response Action 36

Types of Emergencies & Specific Procedures 37

Aircraft Crash 37

Animal Disturbance 37

Armed Assault on Campus 37
Biological or Chemical Release 39
Bomb Threat/ Threat Of violence 39
Bus Disaster 40
Disorderly Conduct 40
Earthquake 41
Explosion or Risk Of Explosion 42
Fire in Surrounding Area 42
Fire on School Grounds 43
Flooding 44
Heat (Excessive) and Air Quality 45
Loss or Failure Of Utilities 46
Motor Vehicle Crash 46
Pandemic 48
Psychological Trauma 48
Suspected Contamination of Food or Water 48
Tactical Responses to Criminal Incidents 49
Unlawful Demonstration or Walkout 52
Wildland/Urban Interface Fire 52
Emergency Evacuation Map 55
Quick Reference Guide 58

Comprehensive School Safety Plan Purpose

Effective January 1, 2019, Assembly Bill 1747 (Rodriguez), School Safety Plans, became law. This bill requires that during the writing and development of the comprehensive school safety plan (CSSP), the school site council or safety committee consult with a fire department and other first responder entities in addition to currently required entities. It requires the CSSP and any updates made to the plan to be shared with the law enforcement agency, the fire department, and the other first responder entities.

The California Education Code (sections 32280-32288) outlines the requirements of all schools operating any kindergarten and any grades 1 to 12, inclusive, to write and develop a school safety plan relevant to the needs and resources of that particular school.

In 2004, the Legislature and Governor recast and renumbered the Comprehensive School Safety Plan provisions in SB 719 and AB 115. It is the intent ofthe Legislature in enacting the provisions to support California public schools as they develop their mandated comprehensive safety plans that are the result of a systematic planning process, that include strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on school campuses.

The historical requirement of the Comprehensive School Safety Plan was presented in Senate Bill 187, which was approved by the Governor and chaptered in 1997. This legislation contained a sunset clause that stated that this legislation would remain in effect only until January I, 2000. Senate Bill 334 was approved and chaptered in 1999 and perpetuated this legislation under the requirement of the initial legislation.

Comprehensive School Safety Plans are required under SB 719 & AB 115 and contains the following elements:

Assessment of school crime committed on school campuses and at school-related functions

- Child abuse reporting procedures
- Disaster procedures
- Suspension and expulsion policies
- Procedures to notify teachers of dangerous pupils
- Discrimination and harassment policies
- School wide dress code policies
- Procedures for safe ingress and egress
- Policies enacted to maintain a safe and orderly environment
- Rules and procedures on school discipline
- Hate crime reporting procedures

The Comprehensive School Safety Plan will be reviewed and updated by March 1st every year. In July of every year, the school will report on the status of its school safety plan including a description of its key elements in the annual school accountability report card.

A copy of the Comprehensive School Safety Plan is available for review at SRFACS.srcschools.org.

Safety Plan Vision

At the Santa Rosa French-American Charter School (SRFACS), our mission is to provide a strong academic curriculum in French and English, in a safe, supportive environment that is conducive to learning as well as mental and physical health. SRFACS staff, parents and community members work together to foster open-minded global citizens through organization, discipline and responsibility in a cross-cultural, bilingual educational setting.

Components of the Comprehensive School Safety Plan (EC 32281)

Santa Rosa French-American Charter School (SRFACS) Safety Committee
The SRFACS School Advisory Board (SAB) annually reviews the Comprehensive School Safety Plan as updated by the school principal. The plan is presented to the SAB for review at an open meeting. The SAB announces the meeting by proper notice to all community stakeholders including parents and staff. The School Safety Plan is approved by the SAB each year prior to submission of the plan to the Board of Education.

Presently, as COVID-19 continues to reside in our community, updated safety information and guidelines can be found in our district's website: https://www.srcschools.org/Page/4485.

Assessment of School Safety
See Safe School Environment Components 1, 2, 3

Strategies and Programs to Provide and Maintain a High Level of Safety (EC 32281(a)1, items A-J)
See Standardized Emergency Response Management System (Emergency Action Plan).

(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166)
All school staff actively monitor the safety and welfare of all students. Staff understands its responsibility as child care custodians and immediately reports all cases of known and suspected child abuse.

To assure that school staff have adequate training and information, all staff must sign a statement certifying that they have read and know child abuse reporting procedures. School administrators, teachers, classroom assistants, and other classified school employees participate in periodic training and yearly overview of procedures in child abuse identification. As mandated reporters, school employees are obligated to report all known or suspected incidents of child abuse or neglect.

Staff members are required to report all suspected child abuse situations. Failure to make a telephone report with 24 hours is a misdemeanor. A written report must follow within three (3) days unless advised otherwise. All calls to either Child Protective Services (CPS) or the police must be documented.

Although staff members are responsible for making the report, they may consult with the principal but are not required to do so.

(B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100)

Disaster Plan (See Appendix C-F)
A disaster necessitating the implementation of this “Emergency Response Plan” is defined as an earthquake, explosion, fire, or any other occurrence that causes or may be expected to cause loss of life or widespread injuries or substantial property damage.

OBJECTIVES
This plan has the following objectives in an emergency:

1. To provide for effective action to minimize injuries and the loss of life among students and school personnel in case of an emergency during school hours.
2. To provide for the maximum utilization of school personnel and facilities to care for victims in an emergency.
3. To provide for the safety and well being of students and staff remaining at the school site following an emergency until released.
4. To provide for the safe and orderly release of students and staff as conditions permit.

PUPIL PROTECTION POLICY
The policy of the Board of Education for pupil protection is as follows:

1. The safety and security of students and school staff is of paramount importance. All actions taken shall bear in mind the safety and well being of both students and district employees.

2. Under no circumstances shall any child be released from the custody of school personnel unless and until such can be done with safety.
3. Any adult calling for a pupil at a school site will be required to identify himself/herself to an assigned staff member, be identified on the student's emergency card as an adult approved by the parent/guardian before being permitted to take a pupil from the school premises.
4. All visitors to the campus, including regular volunteers, must check into the office, and wear a visitor or volunteer badge. All volunteers must also sign-in on our volunteer log. Visitors from SCOE and related agencies must sign in and they also wear SCOE or other agency badges.
5. Student discipline and a positive school climate are important contributors to a safe and secure environment. All students are held accountable for their behavior and are aware of safety and security procedures (please see student discipline). All staff upholds the student discipline policy.
6. AB 2855 states "Each teacher will ascertain which students have disabilities which could cause these students to experience difficulties complying with emergency procedures. A plan for each student will be developed to ensure their safety.

FIRE OR FIRE DRILL: clock emergency alert and instructions; and/or klaxon and flashing lights
NATURAL DISASTER: clock emergency alert and instructions
INTERCOM ANNOUNCEMENT OR CODE: in the event of a crisis

DROP PROCEDURE
If inside the school building, the students should:
1. Drop to knees, knees together, back to window.
2. Use available desks and tables for protection.
3. Grab a leg of the desk or table.
4. Fold arms on the floor and close eyes tightly.
5. Remain in protective position until directed otherwise.

If outside the building students should:
1. Crouch or lie down as quickly as possible. Avoid building or other structures in event of an earthquake.
2. Stay in selected position until the order is given by the staff member in charge.

CRISIS PROCEDURE
A crisis may occur during school hours, which necessitates keeping students in classrooms. Incidents such as a serious student/staff injury, suicide, hostage situation, or presence of a dangerous or potentially dangerous individual(s) on campus are examples of crisis situations. LOCKDOWN
1. The principal will announce on the PA system, "This is the office: stay in your classroom until further notice, lock all doors and windows, draw the blinds, take attendance."
2. The custodian will be directed to lock all doors that lead to the outside.
3. No students are to be released from class. All staff should remain in a secure building until further notice. The bell schedule should be ignored.
4. Every effort will be made to notify staff as to the crisis and follow-up steps.
5. Once the crisis has passed the principal will make a PA announcement directing regular activities to resume.
6. If students are outside, every effort will be made to get them into the building.
7. Teachers are directed to report the names of any student(s) missing from class.
8. Teachers on prep, return to your class.

POST CRISIS DIRECTIONS
1. At the soonest possible time, staff will be apprised of the crisis situation. This may be at the next break or through a visit by the principal or designee to each classroom. Every precaution will be taken to reduce the incidence of panic or distress among students and staff.
2. A plan for communicating with students will be formulated, along with a note to send home to parents.
3. Determination will be made if certain students are directly affected by the crisis.
4. As needed, students who are distressed will be allowed to call home. Telephones are available in each classroom as well as in the office.
5. If a crisis involving a student or staff member occurs outside of school, each staff member will be contacted using the phone tree with information and plans for a meeting prior to the start of the next school day.

EXIT AREA
If the need arises for the entire student body and staff to evacuate the SRFACS Campus, the plan is to report to the west half of Doyle Park. The baseball diamond is set to be used in the case of a city-wide emergency for stray animals, so if the emergency is isolated only at SRFACS, then the baseball field could be used, and has a fenced area. The proximity, not having to cross a busy street, and restrooms make the park a favorable choice as an area for us to convene if we must be away from the campus. Park officials have approved this plan via telephone, January 2011.

STUDENT RELEASE
We are currently formulating procedures to be followed regarding students being released to their families or other family approved emergency contacts. The next steps are to finalize a form and have it printed in Spanish and English for families to fill out as they wait in line for runners to reunite them with their children. Later a practice round with a limited number of families will be held once procedures are more solid.

AFTER SCHOOL PROGRAM
The School Advisory Board and staff have identified the need to further polish the emergency procedures for the After School Program and students. The After School Program site supervisor, has been given a copy of the SRFACS Safety Plan. Much of the plan may not apply since the teacher work day ends at 3:00 and the office staff is gone at 4:00 p.m. The principal and night custodian will likely be on campus, and any remaining staff would report to the blacktop if the emergency alarms sound where students are trained to line up on their classroom number.

Public Agency Use of School Buildings for Emergency Shelters
BUILDING UTILIZATION

Communications and Control: Administrative Office

Media Center: Staff Room

First Aid: Rooms 17 and 18 (they have adjoining doors and a restroom)

Food Distribution: Multipurpose Room/Cafeteria

Holding Area for Casualties: Library

Morgue: Bungalow A

Student Release: The gates on either side of classrooms 17 & 18

Parent/Community Liaison: Principal/SRFACS Foundation President

Utility Shut Off Locations:

- Water: Main Valve located at front of school at the corner of walkway and sidewalk – green lid.
- Natural Gas: Main Valve access located outside on the west side of main building across from bungalow A, between the conference room and staff bathroom, outside of the boiler room. The wrench for shutting off the main valve is in the boiler room. The valve is coded red where it is to be shut off.
- Electricity Panels: Main shut off is in the main hallway just before the girl's bathroom.

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines
SRFACS adheres to a multi-tiered system of support that strives to implement appropriate strategies and programs to provide or maintain a high level of school safety and addresses procedures for complying with existing school safety laws. Crime and related activities are reported to law enforcement. The school has a very good school climate with a below-average suspension rate in the district.

(BP 5144.1 – See policies on the SRCS website)
A student may be suspended for any of the acts listed in Education Code if the act is related to school activity or school attendance occurring within a school under the jurisdiction of the Superintendent or the principal or occurring within any other school district(s).

A student may be suspended or expelled for acts that are related to school activity or attendance that occur at any time including but not limited to the following circumstances:

(1) While on school grounds.
(2) While going to or coming from school.
(3) During the lunch period whether on or off the school campus.
(4) During or going to or coming from a school-sponsored school-related activity.

A student may be suspended if the Superintendent or the principal of the school in which the student is enrolled determines that the student has:

(1) Caused, attempted to cause, or threatened to cause physical injury to another person; or willfully used force or violence upon the person of another, except in self-defense. (Education Code 48900 (a))
(2) Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous objects unless, in the case of possession of any object of this type, the student had obtained written permission from a certificated school employee, which is concurred in by the principal or the principal's designee. (Education Code 48900(b))
(3) Unlawfully possessed, used, said, or otherwise furnished, or been under the influence of, any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind. (Education Code 48900(c))
(4) Unlawfully offered or arranged or negotiated to sell any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind; and then either sold, delivered, or otherwise furnished to any person another liquid substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant. (Education Code 48900(d))
(5) Committed or attempted to commit robbery or extortion. (Education Code 48900(e))
Comprehensive School Safety Plan 25 of 81 11/11/19
(6) Caused or attempted to cause damage to school property or private property. (Education Code 48900 (f))
(7) Stolen or attempted to steal school property or private property. (Education Code 48900 (g))
(8) Possessed or used tobacco, or any products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this does not prohibit use or possession by a student of his/her own prescription products. (Education Code 48900 (h))
(9) Committed an obscene act or engaged in habitual profanity or vulgarity. (Education Code 48900 (i))
(10) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code. (Education Code 48900 (j))
(11) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties. (Education Code 48900 (k))
(12) Knowingly received stolen school property or private property. (Education Code 48900 (l))
(13) Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm that is as substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm. (Education Code 48900 (m))
(14) Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code. (Education Code 48900 (n))
(15) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing that student from being a witness or retaliating against that student for being a witness, or both. Education Code 48900 (o)
(16) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma. (Education Code 48900 (p))
(17) Engaged in, or attempted to engage in hazing as defined in subdivision (b) of Section 245.6 of the Penal Code (Education Code 48900 (q))
(18) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, directed specifically toward a pupil or school personnel. (Education Code 48900 (r))
(19) Used any electronic signaling device, including, but not limited to, paging and signaling equipment while on campus, while

attending any school-sponsored activity, or while under the supervision and control of any district employee, except for a high school student, who may use the above mentioned devices during break or lunch and except when a student at any grade level has the prior consent of the principal or the principal's designee. The use of cell phones or other electronic devices whether for the purpose of voice or text communication or other purposes, i.e. photo-taking, shall be considered disruptive if done during class time or during other school events and in other designated school settings. (Education Code 48901.5)
(20) Committed sexual harassment as defined in Education Code 212.5. This conduct must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This subsection shall not apply to students enrolled in kindergarten and grades 1 to 3, inclusive. (Education Code 48900.2)
(21) Caused, attempted to cause, threatened to cause, or participated in an act of hate violence as defined in subdivision (e) of Education Code 233. This subsection applies to students enrolled in any of grades 4 to 12, inclusive. (Education Code 489003)
(22) Intentionally engaged in harassment, threats, or intimidation, directed against a student or group of students, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder, and invading the rights of that student or group of students by creating an intimidating or hostile education environment. This sub-section applies to students enrolled in any of the grades 4 to 12, inclusive. (Education Code 48900.4)
(23) Making terrorist threats, as defined, against school officials or school property, or both. (Education Code 48900.7)

1. “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students, directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
a. Placing a student or students in fear of harm to that student’s or those students’ person or property.
b. Causing a student to experience a substantially detrimental effect on his or her physical or mental health.
c. Causing a student to experience substantial interference with his or her academic performance.
d. Causing a student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.

2. “Electronic Act” means the transmission using an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication devices, computer, or pager, of communication including but not limited to any of the following:
a. a message, text, sound, or image.
b. a post on a social network Internet Web site including, but not limited to:
I. Posting to or creating a burn page. “Burn page” means an Internet Web site created to have one or more of the effects listed in paragraph 1 above.
II. Creating a credible impersonation of another actual student to have one or more of the effects listed in paragraph 1 above. “Credible impersonation” means to knowingly and without consent impersonates a student for bullying that student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
III. Creating a false profile to have one or more of the effects listed in paragraph 1 above. “False profile” means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created a false profile.
A pupil who severely or pervasively engages in such electronic acts may be given a consequence of such an act causes a student to fear harm to his or her person or property causes substantial harm to a student’s physical or mental health, causes substantial interference with a student’s ability to participate in or benefit from school services, activities, or privileges. An electronic act does not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet. A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, pursuant to this section, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (a).
Restorative Justice Program: This program provides an opportunity for students doing wrong to make it right. We have implemented a Restorative process for our students to help them understand how their actions impact the lives of others. We are moving away from a punitive to a restorative process for discipline. This is support by our Restorative Justice staff.

Additional Grounds for Suspension or Expulsion
* Ed Code 48900.2
Committed sexual harassment as defined in Section 212.5. The sexual harassment must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall not apply to students enrolled in kindergarten and grades 1-3, inclusive.

* Ed Code 48900.3
Caused, attempted to cause, threatened to cause, or participated in an act of hate violence, as defined in subdivision (e) of Section 233. This section shall not apply to students enrolled in kindergarten and grades 1-3, inclusive.

* Ed Code 48900.4
Intentionally engaged in harassment, threats, or intimidation, directed against school district personnel or students, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder, and invading the rights of school district personnel or students by creating an intimidating or hostile educational environment. This section shall not apply to students enrolled in kindergarten and grades 1-3, inclusive.

*Ed Code 48900.7
Made terrorist threats against school officials or school property, or both. “Terrorist threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of $1,000, with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face, and under the circumstances in which it is made, is so unequivocal, unconditional, immediate and specific, as to convey to the person threatened, a gravity of purpose, and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety,

Suspension by Teacher (Education Code 48910)
(A.) A teacher may suspend any student from his/her class, for any of the acts enumerated in Education Code 48900 for the day of the suspension and the day following.
(B.) The teacher shall immediately report the suspension to the principal of the school and send the student to the principal or designee for appropriate action.
(C.) As soon as possible, the teacher shall telephone or write to the parent/guardian of the student asking him/her to attend a parent/teacher conference regarding the suspension. Whenever practicable, a school counselor or a school psychologist shall attend the conference. A school administrator shall attend the conference if the teacher or the parent/guardian so requests.
(D.) The student shall not be returned to the class from which he/she was suspended, during the period of the suspension, without the concurrence of the teacher and the principal.
(E.) A student suspended from a class shall not be placed in another regular class during the period of suspension. However, if the student is assigned to more than one class per day, this paragraph shall apply only to other regular classes scheduled at the same time as the class from which the student was suspended.
(F.) A teacher may also refer a student, for any of the acts enumerated in Education Codes 48900, 48900.2, 48900.3, 48900.4, 48900.7 and 48901.5, to the principal for consideration of a suspension from the school.
(G.) A teacher may require the parent/guardian of a student suspended by the teacher for violating subsection (i) or (k) of Education Code 48900 to attend a portion of a school day in his/her child's or ward's classroom. (Education Code 48900.1)

Pre-Suspension Conference

Suspension by the principal or designee shall be preceded by an informal conference conducted by the principal or designee between the student, and whenever practicable, the teacher or employee who referred the student to the principal or designee. At the conference, the student shall be informed of the reason(s) for the disciplinary action and the evidence against him/her and shall be allowed to present his/her version of the incident and evidence in his or her defense.

Notice of Regulations
At the beginning of each school year, the principal of each school shall ensure that all students and parents/guardians are notified in writing of all school rules related to discipline, suspension, and expulsion. Transfer students and their parents/guardians shall be notified at the time of enrollment. (Education Code 35291.5)

Notification of Parent/Guardian
At the time of suspension, a school employee shall make a reasonable effort to contact the student's parent/guardian in person or by telephone. If a student is suspended from school, the parent or guardian shall be notified in writing of the suspension.

Report

The principal or designee shall report the suspension of a student, including the cause thereof, in the District student information system and providing a copy of the suspension to the parents and placing one in the cum. The principal is only allowed to enter the suspension code in the student information system (SIS).

Parent's Conference
After student returns from a suspension, a reinstatement meeting should be held with the parent/guardian. No penalties shall be imposed on a student for the failure of the student's parent/guardian to attend a conference with school officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student's parent/guardian at a conference. made to have a reinstatement meeting with the parents.

Exclusion from District Property/Activities
During the period of a suspension, the student shall not enter, or come onto, any district property or grounds, and shall not attend any district or school-sponsored activities or events.

Expulsion
1. Recommendation for Expulsion (Ed Code 48900, 48915)
A principal or the superintendent shall immediately suspend, and shall recommend the expulsion of a student that he or she determines has committed any of the following acts:
1. Possessing, selling, or otherwise furnishing a firearm. This subdivision does not apply to an act of possessing a firearm if the student had obtained prior written permission to possess the firearm from a certificated school employee, and permission was concurred in by the principal or the principal's designee. This subdivision applies to an act of possessing a firearm only if the possession is verified by an employee of a school district. The act of possessing an imitation firearm, as defined above, is not an offense for which expulsion is mandatory, but is an offense for which expulsion may be pursued, per Section 1(c) below.
2. Brandishing a *knife at another person. (See definition of "knife" below).
3. Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code.
4. Committing or attempting to commit a sexual assault or committing a sexual battery, as defined in Education Code Section 48900(n).
5. Possession of an *explosive. (See definition of "explosive" below).

2. Mandatory Recommendation Unless Inappropriate (Ed Code 48915 (a))
A principal or the superintendent shall recommend a student's expulsion for any of the following acts unless the principal or superintendent finds that expulsion should not be recommended under the circumstances or that an alternative means of the correction could address the conduct:
1. Causing serious physical injury to another person, except in self-defense
2. Possession of any *knife, explosive, or other dangerous objects of no reasonable use to the student (See definition of "knife" below).
3. Unlawful possession of any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, except for either of the following: (i) the first offense of the possession of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis; (ii) the possession of over-the-counter medication for use by the student for medical purposes or medication prescribed for the student by a physician
4. Robbery or extortion.
5. Assault or battery upon any school employee, as defined in Penal Code Sections 240 and 242.
*Brandishing a knife at another person. "Knife" means any dirk, dagger, or other weapons with a fixed, sharpened blade fitted primarily for stabbing, a weapon with a blade fitted primarily for stabbing, a weapon with a blade longer than 31/2 inches, a folding knife with a blade that locks into place, or a razor with an unguarded blade. (Ed Code 48915(g).)
*As used in this section, the term "explosive" means "destructive device" as described in Section 921 of Title 18 of the United States Code.

(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079)
As stated in the Administrative Regulation 5114.9.3 guidelines the district shall inform teachers of students who have attempted to cause bodily injury to another person in violation of Section 243 of the Penal Code. The district shall provide the information to these teachers based upon any written or digital records that the district maintains or receives from a law enforcement agency regarding a student.

(E) Sexual Harassment Policies (EC 212.6 [b])

Sexual Harassment of any student or employee by another person is prohibited.

Students are directed to report incidents of sexual harassment to an administrator or teacher and are advised of their rights, both as a complainant or an accused. All incidents are investigated in a timely manner. An appropriate course of action is implemented for each complaint, which may include one or more of the following:

1. Documenting and investigating the complaint:
2. Parent notification;
3. A report to police or Child Protective Services as appropriate to a particular incident;
4. Student disciplinary actions may include suspension, detention, behavioral contract or recommendation for expulsion;
5. All incidents include initial contact with the complainant's parent(s), a letter describing the incident and containing the Santa Rosa City Schools Sexual Harassment Policy & Procedures packet and closure that assures that the incident has been handled per policy.

Definition: Sexual harassment occurs when unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature has the purpose or effect of unreasonably interfering with an individual's education or creating an intimidating, hostile, or offensive educational environment.

Examples:

Making unsolicited written, verbal, physical and/or visual contact with sexual overtones such as:
Suggestive or obscene letters, notes, invitations, pictures, or objects.
Leering and other suggestive or lewd looks, expressions, or gestures.
Derogatory comments, slurs, jokes, or epithets.
Assault, touching, impeding or blocking movement.
Continuing to express sexual interest after being informed that the interest is unwelcome.
Making, threatening or implying reprisals following a negative response.

Confidentiality: Reasonable efforts will be made to keep a complaint and the results of the investigation confidential. Witnesses shall be informed that it is a violation of the district policy to disclose the complaint, the nature, and the outcome of the investigation or the parties involved.

Disciplinary action: Students in grades 4 - 12 are subject to disciplinary action. Interventions may include conferencing, warning, counseling, detention, and other school services. More serious infractions or chronic violations of the district's sexual harassment policy may result in suspension or expulsion.

Retaliation prohibited: A student shall not be subject to retaliation or reprisal for filing a complaint. Every effort will be made by school personnel to ensure non-retaliation and, if this policy is violated, appropriate disciplinary action will be taken.

Complaint procedures:

Informal resolution: Students are encouraged to inform the student who is subjecting them to sexual harassment but are not required to do so.

Formal complaint: If a student has tried but is unable to communicate directly with the person, or does not feel comfortable in doing so, a school staff member should be informed about the problem and this information passed on to the principal to investigate.

Review and procedures:

The principal shall review the complaint, whether it is by the student, parent, or referred by a staff member.
The principal will contact the parent of the aggrieved to ensure that they are aware of the complaint and the process that will ensue.
A follow-up letter with a copy of the district's sexual harassment policy and a complaint form will be mailed home.
The principal shall conduct an investigation and inform the student who is being accused of sexual harassment and that student's parents.
Upon completion of the investigation, the principal shall determine whether the harassment has occurred and, if so, the appropriate corrective action. Corrective action may include counseling, warning, or disciplinary action.
A closing letter will be sent to the parents of the aggrieved to apprise them of the findings of the investigation, and that action has been taken if there was sufficient evidence to verify the complaint.
The principal shall keep a written record of all interviews and contacts made in conducting the Investigation.
A copy of all written communications, including closing letters, shall be sent to the District Title IX officer.

Responsibilities of staff members:
All staff members who are responsible for students shall ensure that students are in an environment that is physically and emotionally safe.
Staff shall seriously address any student actions which involve harassment, intimidation, threats, or aggressive conduct, whether it is verbal, nonverbal or physical. If the conduct appears to be sexual harassment as outlined previously, the situation should be brought to the attention of the principal.

Teachers will instruct students' on conduct which reflects respect for others and shall reflect the school's written behavior standards. In grades 4-6, teachers will more specifically address sexual harassment as part of the health curriculum, a class meeting, special presentation or other instructional means which are appropriate to the maturity level of the students. They will be informed of the procedure for making a complaint, how it will be followed up, and the possible consequences for those who engage in sexual harassment.

K-3 Suggested Activities:
Student classroom information presented by principal/assembly at the beginning of the year emphasizing the need for respect for one another and that every student has a right to come to school and feel safe.
Students should be made aware of what is considered appropriate physical contact and what is not deemed appropriate in a school setting.
Encourage students that they should let their parents or staff member know if someone does not respect these rights.

4-6 Suggested Activities:
Student classroom information presented by principal/assemblies at the start of the year to address the need to review the BEST Plus rules and safety.
During the first quarter of the year, teachers will discuss with students the issues of harassment, in general, and weave in the specifics of sexual harassment. This may be done as part of a class meeting or a more formal curricular approach.
A peer theater group could be invited to present harassment and sexual harassment to a class or group and a follow-up discussion question and answer period. The use of appropriate videos on the topic may be used to initiate the discussion. Current events and other news-worthy items related to school safety or harassment in the workplace may be appropriate for older elementary students.

The coordinator/compliance officer(s) may be contacted at:

Sexual Harassment / Discrimination (All Students):
Dr. Kimberlee Armstrong, Associate Superintendent of Educational Services
211 Ridgway Avenue
Santa Rosa, CA 95401
(707) 890-3800 x 80302
karmstrong@srcs.k12.ca.us

Sexual Harassment / Discrimination (All Employees):
Michael Shepherd, Assistant Superintendent of Human Resources
211 Ridgway Avenue
Santa Rosa, CA 95401
(707) 890-3800 ext. 80602
rjackson@srcs.k12.ca.us

Refer to district Policy and Administrative Regulation 5145.7

(F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183)
The SRFACS guidelines for school dress are based on matters relating to health, safety, good school organization and deportment. Beginning February 1st, 2014 a Common Student Dress policy was implemented after being approved by parents the previous Spring and was re-established in the charter renewal process. Safety and cleanliness are important. Items destructive to property or disruptive of a learning atmosphere are not allowed. The Parent handbook details the Common Student Dress (CSD) and other dress guidelines.

(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2)
Santa Rosa French-American Charter School is located on Sonoma Avenue within the city limits. Sonoma Avenue is a busy street with one-lane of traffic traveling in both directions. Because of limited parking in front of the school there is congestion in the morning and afternoon with students being dropped off and picked up. On the east side of the campus Doyle Park Drive dead ends into Doyle Park and does not serve as a street with through traffic.

Santa Rosa French-American Charter School has students who walk from neighborhood homes to school and there are two crossing guards that assist students. In addition to the students that walk, some students take the City bus that stops near the school. Some students and staff ride their bikes to school on a regular basis and their bicycles are locked at bike stands on campus.

There are staff members at the front of the school each morning who assist students from cars. Staff members make sure all students exit the school safely each afternoon.

Our central location allows our students the convenience of walking field trips to the Sonoma County Library main branch, the Sonoma County Fairgrounds for special exhibits and presentations, the Luther Burbank Gardens, as well as to the fire station and police department. Our location adjacent to a public park is both an advantage and a challenge to our site security. The natural habitat of the creek for studying insects, animals and fish has provided an outstanding outdoor "laboratory." However, because there are transient community members who frequent the park, we have had to be vigilant in our supervision of students. The Santa Rosa Police Department has been especially supportive, and provides frequent surveillance of the park and Doyle Park Drive. Our parent community has helped to enforce our rule that prohibits students in the park before or after school without parent/teacher/adult supervision, thereby assuring the safety of our students.

(H) A Safe and Orderly School Environment Conducive to Learning (EC 35294.2)

Component:
Creating a nurturing physical environment

Element:
Vision: Santa Rosa French-American Charter School will maintain the school grounds in a safe and secure manner for all students, their families and staff members.

Goal: All students have a sense of high standards and respect for the physical environment of Santa Rosa French-American Charter School.

Opportunity for Improvement:
Determine systematic support for chronically disruptive students, systematic check-in/out system with teachers and/or counselor. Re-establish award system for positive behavior.

Objectives	Action Steps	Resources	Lead Person	Evaluation
A variety of activities will be planned and implemented to increase students feeling of belonging and inclusion.	Activity1: We have a conscientious staff who is interested and actively reports concerns related to the safety of the school grounds to the principal. High standards of safe and orderly environment are maintained through communication. Activity 2: The school is well-fenced and locked during school hours, all hallways are well lit and clean, the classrooms are comfortable and the inside hallways are kept clean. Activity 3: A strong relationship with SRPD and Child Protection Services is maintained and mandated reporting requirements are upheld. Staff members make an effort to reach out and collaborate with those agencies and others. We have monthly drills, and the emergency backpacks are in place. Activity 4: Any graffiti will be removed as soon as possible by the custodial crew. If it is gang related or severe graffiti, it will be photographed prior to removal. Photographs of the graffiti will be forwarded to the SRPD if deemed appropriate by the principal.			

Objectives	Action Steps	Resources	Lead Person	Evaluation
The school regularly sets high standards of behavior and believes all students are responsible for the well being of the school.	Activity 1: Students have respect for the reliable adults on staff including yard supervisors, cafeteria supervisors, custodial staff, librarian, aides, and volunteers. Activity 2: Through the use of yard and lunch room supervisors, kinder-care supervisors and parent volunteers, the school is a place where students can readily see and identify important adults on the school grounds and on field trips. Activity 3: The principal and staff will reinforce the importance of students taking responsibility to confide in adults about potentially dangerous or unsafe behavior.			

Component:
The school regularly sets high standards of behavior and believes all students are responsible for the well being of the school.

Element:
Vision: Santa Rosa French-American Charter School will maintain the school grounds in a safe and secure manner for all students, their families and staff members.

Goal: All students have a sense of high standards and respect for the physical environment of Santa Rosa French-American Charter School.

Opportunity for Improvement:
Determine systematic support for chronically disrespectful students, System of positive behavior on the playground. Schedule regular assemblies regarding behavior.

Objectives	Action Steps	Resources	Lead Person	Evaluation
SRFACS provides a safe and caring community environment.	Activity 1: Students have respect for the reliable adults on staff including noon duty supervisors, cafeteria supervisors, custodial staff, librarian, instructional aides, and volunteers through positive interactions. Activity 2: Through the use of yard and lunch room supervisors, and parent volunteers, the school is a place where students can readily see and identify important adults on the school grounds and on field trips. Activity 3: The principal and staff will reinforce the importance of students taking responsibility to confide in adults and potentially dangerous or unsafe behavior.	SRFACS Parent Association donations and site funds will be allocated to support assemblies, field trips, instructional materials, and student recognition.	Principal	

Component:
The school monitors and manages adults on campus.

Element:
Vision: Santa Rosa French-American Charter School will maintain the school grounds in a safe and secure manner for all students, their families and staff members.

Opportunity for Improvement:
Limit the number of parents on campus during school hours. Ensure all volunteers have met all requirements and check-in at the school office.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Maintain a student-centered, safe learning environment	Activity 1: Ensure all volunteers meet the SRCS requirements for school volunteers. Activity 2. Inform all parents that they must sign-in at the office before entering school. Activity 3: Require all volunteers to sign-in before entering the school facility.	Sign-in system at front office	Elementary Tech	

(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5)

Santa Rosa French-American Charter School (SRFACS) Student Conduct Code
Santa Rosa French-American Charter School has a school-wide discipline plan designed to assure the safety and security of all students and staff. Our discipline plan identifies behavioral expectations that promote safety, respect and responsibility. The goal of our school climate initiatives is to foster positive reinforcement for managing student behavior. Consequences for rule violations include warnings, conferences with the principal, parent notifications, and/or suspension, depending on the nature of the conduct in question.

Please review the discipline plan carefully, familiarizing yourself with our expectations. At the time of registration parents are asked to sign a copy of the discipline plan to assure that students and parents have been informed of the school-wide discipline rules. Please remember that the purpose of our discipline plan is to provide a safe, secure learning environment.

SRFACS SCHOOL RULES
*BE SAFE, BE RESPECTFUL, BE RESPONSIBLE, BE KIND
1. Obey all classroom rules.
2. Do your best in class and on your homework.
3. Respect other people's property, bodies, and feelings.
4. Be courteous to others.
5. Use appropriate language.
6. Be responsible for yourself.
7. Follow directions.
8. Play safely.

Conduct Code Procedures
When a student may behave in a manner that is counterproductive to a well-ordered, positive learning environment focused on teaching and learning. In each of these incidents, there is a unique opportunity for a child to learn decision-making and problem-solving skills in lessons that are a foundation for lifelong productive behavior.

In the classroom, consequences for unproductive behavior will include a variety of actions depending on the situation including but not limited to the following: warning, teacher-student conference, a teacher-parent-student problem-solving phone call or conference, and/or other classroom-interventions that are the natural consequence for the specific behavior. For example, if an assignment is not completed, the child may be asked to finish the work during recess; or if a student is disruptive, his/her seat may be moved to a place where the disruption is no longer possible.
If the problem continues, the teacher may hold a conference with the parent, the child and the principal to construct an agreement that outlines the behavior to be improved and rewards and consequences for changing or continuing.

The teachers with students who have special needs are fully aware of each child's Individual Education Plan or 504 Plan contents and will seek support from the case carrier as part of the plan to address issues arising in students with disabilities.

Teachers will present basic rules and regulations for the classrooms and playground at the beginning of the school year. Our rules involve creating a safe and orderly learning environment for all and will include the following: BE RESPECTFUL, BE RESPONSIBLE, BE SAFE, BE KIND.

At the end of recess, students are expected to line up with their class on the blacktop area when they hear a whistle and wait for their teacher to walk them to class.

When students fail to follow the school rules they will receive consequences/discipline, which will vary depending on circumstances and age/grade of the student. A student may receive warnings, parent contacts, referrals to the office, suspensions or expulsions. A student may be suspended for any of the acts listed in Education Code if the act is related to school activity or school attendance occurring within a school under the jurisdiction of the Superintendent or the principal or occurring within any other school district(s).

SRFACS supports a safe and positive learning environment.
Students and staff participate in Restorative Justice

(J) Tactical Responses (See EOP, ANNEX B) (EC 32282(a)[2](J))
The law affirms the right of every student to be protected from hate-motivated behavior. It is the intent of SRFACS to promote harmonious relationships that enable students to gain a true understanding of the civil rights and social responsibilities of people in our society.

A hate crime is defined in part, “any criminal act(s) or attempted criminal act(s) to cause physical injury, emotional suffering, or property damage where there is a reasonable cause to believe that the crime was motivated, in whole or in part, by the victim’s race, ethnicity, religion, sexual orientation, or physical or mental disability.”

A student may be suspended for a hate crime:
(Education Code 489003) (20) Caused, attempted to cause, threatened to cause, or participated in an act of hate violence as defined in subdivision (e) of Education Code 233. This subsection applies to students enrolled in any of grades 4 to 12, inclusive.
Hate violence, harassment, teasing, threats, intimidation, hazing or bullying including but not limited to; physical or mental disability, gender, nationality, race, religion, or sexual orientation; and/or bullying including but not limited to in-person, writing, phone, other electronics, and websites is prohibited. If a student believes that they have been victimized by hate speech/violence: Contact the school's administration immediately. Document the time, date, witnesses and description of the incident.

If the complaining person requires additional information or would like to initiate the district's formal complaint process, he/she should
contact the coordinator/compliance officer(s) at:

Sexual Harassment / Discrimination (All Students):
Dr. Kimberlee Armstrong, Associate Superintendent of Educational Services
211 Ridgway Avenue
Santa Rosa, CA 95401
(707) 890-3800 x 80302
karmstrong@srcs.k12.ca.us

Sexual Harassment / Discrimination (All Employees):
Michael Shepherd, Assistant Superintendent of Human Resources
211 Ridgway Avenue
Santa Rosa, CA 95401
(707) 890-3800 ext. 80602
rjackson@srcs.k12.ca.us

(K) Procedures for Preventing Acts of Cyber-bullying

SRFACS is committed to protecting its students and employees from cyber-bullying, bullying, harassment or discrimination for any reason and of any type. All students and employees are entitled to a safe equitable and harassment-free school experience. Bullying, harassment, or discrimination will not be tolerated and shall be a cause for disciplinary action.

Our philosophy is one of a school community of health, wellness, safety, respect and excellence. We strive to train staff and students on intervention and instructional strategies on prevention, including violence prevention. We follow up when incidents are reported or occur.

“Bullying” is described as unwanted purposeful written, verbal, non-verbal, or physical behavior, including but not limited to any threatening, insulting or dehumanizing gesture, by an adult, student, or environment that causes long term damage, causes discomfort or humiliation, or unreasonably interferes with the individual’s school performance or participation.
Bullying may involve, but is not limited to:
Unwanted teasing
Threatening
Intimidating
Stalking
Cyberstalking
Cyberbullying
Physical Violence
Theft
Sexual, religious, nor racial harassment
Public humiliation

Santa Rosa City Schools Board Policy
Bullying Reporting and Filing of Complaints

Any student, parent/guardian, or another individual who believes that a student has been subjected to bullying or who has witnessed bullying may report the incident to a teacher, the principal, a compliance officer, or any other available school employee. Within one business day of receiving such a report, a staff member shall notify the principal of the report, whether or not a uniform complaint is filed. In addition, any school employee who observes an incident of bullying involving a student shall, within one business day, report his/her observation to the principal or a district compliance officer, whether or not the alleged victim files a complaint.
Within two business days of receiving a report of bullying, the principal shall notify the district compliance officer identified in AR1312.3 - Uniform Complaint Procedures.

BP 5131.2
Students
The Board of Education recognizes the harmful effects of bullying on student learning and school attendance and desires to provide safe school environments that protect students from physical and emotional harm. District employees shall establish student safety as a high priority and shall not tolerate the bullying of any student.
No individual or group shall, through physical, written, verbal, or other means, harass, sexually harass, threaten, intimidate, retaliate, cyberbully, cause bodily injury to, or commit hate violence against any student or school personnel.
(cf. 5131 - Conduct)
(cf. 5136 - Gangs)
(cf. 5145.3 - Nondiscrimination/Harassment)
(cf. 5145.7 - Sexual Harassment)
(cf. 5145.9 - Hate-Motivated Behavior)

Cyberbullying includes the creation or transmission of harassing communications, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

(cf. 5145.2 - Freedom of Speech/Expression)

Strategies for addressing bullying in district schools shall be developed with the involvement of key stakeholders, including students,

parents/guardians, and staff, and may be incorporated into the comprehensive safety plan, the local control and accountability plan, and other applicable district and school plans.

(cf. 0420 - School Plans/Site Councils)
(cf. 0450 - Comprehensive Safety Plan)
(cf. 0460 - Local Control and Accountability Plan)
(cf. 1220 - Citizen Advisory Committees)
(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)
(cf. 6020 - Parent Involvement)

As appropriate, the Superintendent or designee may collaborate with law enforcement, courts, social services, mental health services, other agencies, and community organizations in the development and implementation of joint strategies to promote safety in schools and the community and to provide services for alleged victims and perpetrators of bullying.

(cf. 1020 - Youth Services)
Bullying Prevention
To the extent possible, district schools shall focus on the prevention of bullying by establishing clear rules for student conduct and implementing strategies to promote a positive, collaborative school climate. Students shall be informed, through student handbooks and other appropriate means, of the district and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for engaging in bullying.

(cf. 5137 - Positive School Climate)
As appropriate, the district shall provide students with instruction, in the classroom or other educational settings, that promotes effective communication and conflict resolution skills, social skills, character/values education, respect for cultural and individual differences, self-esteem development, assertiveness skills, and appropriate online behavior.

(cf. 6142.8 - Comprehensive Health Education)
(cf. 6142.94 - History-Social Science Instruction)
(cf. 6163.4 - Student Use of Technology)

Staff shall receive related professional development, including information about early warning signs of harassing/intimidating behaviors and effective response.
(cf. 4131 - Staff Development)
(cf. 4231 - Staff Development)
(cf. 4331 - Staff Development)

Based on an assessment of bullying incidents at school, the Superintendent or designee may increase supervision and security in areas where bullying most often occurs, such as classrooms, playgrounds, hallways, restrooms, and cafeterias.

Intervention
Students are encouraged to notify school staff when they are being bullied or suspect that another student is being victimized. In addition, the Superintendent or designee shall develop means for students to report threats or incidents confidentially and anonymously.

School staff who witness an act of bullying shall immediately intervene to stop the incident when it is safe to do so. (Education Code 234.1)
When appropriate based on the severity or pervasiveness of the bullying, the Superintendent or designee shall notify the parents/guardians of victims and perpetrators and may contact law enforcement.

The Superintendent, principal, or principal's designee may refer a victim, witness, perpetrator, or other student affected by an act of bullying to a school counselor, school psychologist, social worker, child welfare attendance personnel, school nurse, or other school support service personnel for case management, counseling, and/or participation in a restorative justice program as appropriate.

(Education Code 48900.9)
(cf. 6164.2 - Guidance/Counseling Services)
Reporting and Filing of Complaints

Any student, parent/guardian, or another individual who believes that a student has been subjected to bullying or who has witnessed bullying may report the incident to a teacher, the principal, a compliance officer, or any other available school employee. Within one business day of receiving such a report, a staff member shall notify the principal of the report, whether or not a uniform complaint is filed. In addition, any school employee who observes an incident of bullying involving a student shall, within one business day, report his/her observation to the principal or a district compliance officer, whether or not the alleged victim files a complaint.
Within two business days of receiving a report of bullying, the principal shall notify the district compliance officer identified in AR 1312.3 - Uniform Complaint Procedures.
(cf. 1312.3 - Uniform Complaint Procedures)

When the circumstances involve cyberbullying, individuals with information about the activity shall be encouraged to save and print any electronic or digital messages that they feel constitute cyberbullying and to notify a teacher, the principal, or another employee so that the matter may be investigated. When a student uses a social networking site or service to bully or harass another student, the Superintendent or designee may file a request with the networking site or service to suspend the privileges of the student and to have the material removed. When a report of bullying is submitted, the principal or a district compliance officer shall inform the student or parent/guardian of the right to file a formal written complaint in accordance with AR 1312.3. The student who is the alleged victim of the bullying shall be given an opportunity to describe the incident, identify witnesses who may have relevant information, and provide other evidence of bullying.

Investigation and Resolution of Complaints
Any complaint of bullying shall be investigated and, if determined to be discriminatory, resolved in accordance with law and the district's uniform complaint procedures specified in AR 1312.3.
If, during the investigation, it is determined that a complaint is about nondiscriminatory bullying, the principal or designee shall inform the complainant and shall take all necessary actions to resolve the complaint.

Discipline
Corrective actions for a student who commits an act of bullying of any type may include counseling, behavioral intervention and education, and, if the behavior is severe or pervasive as defined in Education Code 48900, may include suspension or expulsion in accordance with district policies and regulations.
(cf. 5138 - Conflict Resolution/Peer Mediation)
(cf. 5144 - Discipline)
(cf. 5144.1 - Suspension and Expulsion/Due Process)
(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))
(cf. 6159.4 - Behavioral Interventions for Special Education Students)

Any employee who permits or engages in bullying or retaliation related to bullying shall be subject to disciplinary action, up to and including dismissal.
(cf. 4118 - Dismissal/Suspension/Disciplinary Action)
(cf. 4119.21/4219.21/4319.21 - Professional Standards)
(cf. 4218 - Dismissal/Suspension/Disciplinary Action)
Legal Reference:
EDUCATION CODE
200-262.4 Prohibition of discrimination
32282 Comprehensive safety plan
32283.5 Bullying; online training
35181 Governing board policy on the responsibilities of students
35291-35291.5 Rules
48900-48925 Suspension or expulsion
48985 Translation of notices
52060-52077 Local control and accountability plan
PENAL CODE
422.55 Definition of hate crime
647 Use of camera or another instrument to invade a person's privacy; misdemeanor
647.7 Use of camera or another instrument to invade a person's privacy; punishment
653.2 Electronic communication devices, threats to safety
CODE OF REGULATIONS, TITLE 5

4600-4687 Uniform complaint procedures
UNITED STATES CODE, TITLE 47

254 Universal service discounts (e-rate)
CODE OF FEDERAL REGULATIONS, TITLE 28
35.107 Nondiscrimination on the basis of disability; complaints
CODE OF FEDERAL REGULATIONS, TITLE 34
104.7 Designation of the responsible employee for Section 504
106.8 Designation of the responsible employee for Title IX
110.25 Notification of nondiscrimination on the basis of age
COURT DECISIONS
Wynar v. Douglas County School District, (2013) 728 F.3d 1062
J.C. v. Beverly Hills Unified School District, (2010) 711 F.Supp.2d 1094
Lavine v. Blaine School District, (2002) 279 F.3d 719
Management Resources:
CSBA PUBLICATIONS
Final Guidance: AB 1266, Transgender and Gender Nonconforming Students, Privacy, Programs, Activities & Facilities, Legal Guidance, March 2014
Providing a Safe, Nondiscriminatory School Environment for Transgender and Gender-Nonconforming Students, Policy Brief, February 2014 Addressing the Conditions of Children: Focus on Bullying, Governance Brief, December 2012 Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011
Building Healthy Communities: A School Leaders Guide to Collaboration and Community Engagement, 2009
Cyberbullying: Policy Considerations for Boards, Policy Brief, July 2007
CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS
Health Education Content Standards for California Public Schools: Kindergarten Through Grade Twelve, 2008
Bullying at School, 2003
U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS
Dear Colleague Letter: Bullying of Students with Disabilities, August 2013
Dear Colleague Letter: Harassment and Bullying, October 2010
WEBSITES
CSBA: http://www.csba.org
California Department of Education, Safe Schools Office: http://www.cde.ca.gov/ls/ss
Common Sense Media: http://www.commonsensemedia.org
National School Safety Center: http://www.schoolsafety.us
ON[the]LINE, digital citizenship resources: http://www.onthelineca.org
U.S. Department of Education: http://www.ed.gov
Policy SANTA ROSA CITY SCHOOLS
adopted: April 12, 2017 Santa Rosa, California

Safety Plan Review, Evaluation and Amendment Procedures

The Comprehensive School Safety Plan is in compliance with the provisions required for Senate Bill 187, Chapter 73 and the No Child Left Behind Act of 2001. This plan has met the following requirements:
The Comprehensive School Safety Plan contains the required components of the Education Code 32280-32289.
The School Advisory Board includes the following representatives: Principal, SRTA Certificated employees, CSEA classified employee, community members, and parents of enrolled students.
The School Advisory Board consulted with law enforcement and fire agencies and the acting District Emergency Preparedness Coordinator when writing this plan.
Notification of meeting on Comprehensive School Safety Plan sent to appropriate individuals (EC 32288(b) (2) (A-F)*)
The School Advisory Board conducted a public hearing to gain public input into the plan. Appropriate revisions were made.
The School Advisory Board adopted the recommended School Safety Plan.
A copy of the School's plan has been provided to the Acting District Safety Coordinator.
The Board of Education adopted the original plan on May 15, 2018. It is updated in October 2021.
Information in the plan will be disseminated to all teachers, parents, and students

Safety Plan Appendices

Emergency Contact Numbers

Utilities, Responders and Communication Resources

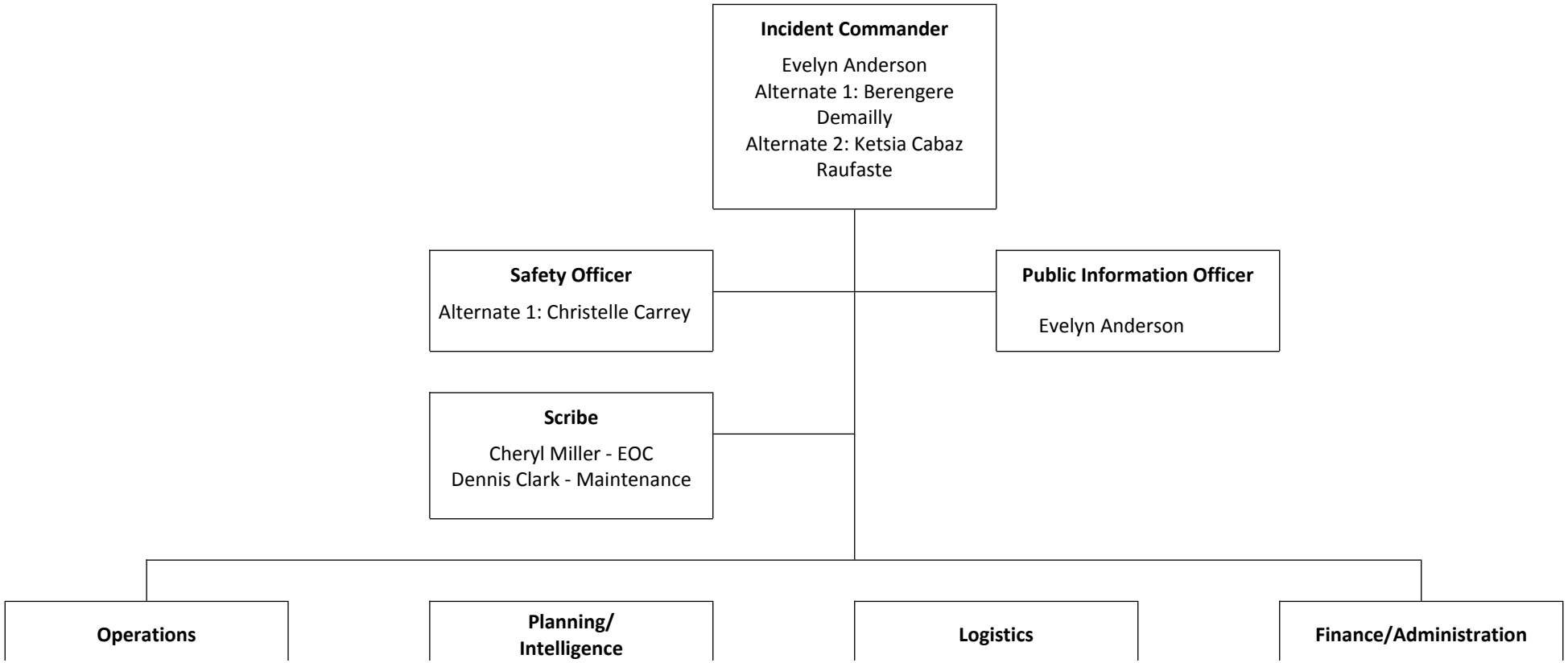
Type	Vendor	Number	Comments
Emergency Services	Fire & EMS Dispatch	911 or 707-568-5933	REDCOM Dispatch
Law Enforcement/Fire/Paramedic	SR Fire Department	707-543-3500	Business Office
Law Enforcement/Fire/Paramedic	SR Police Department	911 or 707-543-3600	Business Office
Law Enforcement/Fire/Paramedic	SR Police Department (Non-Dispatch)	707-528-5222	Non-Dispatch
Local Hospitals	Memorial / Kaiser / Sutter Hospitals	525-5300/393-4000/576-4000	Local Hospitals
School District	Office of the Superintendent	707-890-3800 x 80101	Dr. Anna Trunnell
School District	SRCS District Communications Team Branch Director	707-890-3800 x 80301	Dr. Roderick Castro
Public Utilities	Pacific Gas & Electric Company	800-743-5002	Outages
Public Utilities	SR Utilities Dept. (Water)	707-543-4200	Water
Other	Animal Regulation, (Sonoma County)	707-565-7100	Animal Control

Safety Plan Review, Evaluation and Amendment Procedures

Activity Description (i.e. review steps, meetings conducted, approvals, etc)	**Date and Time**	**Attached Document** (description and location)
Annual Updates (B) Disaster Procedures - Section: Disaster Plan Incident Command Staff Assignments & Responsibilities General Staff: Section Chief Assignments General Staff: Section Team Leader/Alternates/Team Members General Staff: Buddy Assignments Pre-designated Emergency Station Locations (E) Sexual Harassment Policies - Title IX Officer (as needed) (H) A Safe and Orderly School Environment Conducive to Learning (EC355294.2) - Component 1-3 Incident Command Team Responsibilities (SEMS) Staff Training Exercise Design Worksheet for Staff Training (Attachment N) Safety Plan Appendices Update responsible persons & their titles in Incident Command System Chart	Updated annually at the beginning of the school year.	SEMS/ICS chart/Emergency Action Plan
Emergency Supplies (H) A Safe and Orderly School Environment Conducive to Learning (EC355294.2) - Component 3 Update Emergency Supplies inventory/Go Kits Replenish any missing supplies, dead batteries or expired items. Research new supplies.	Updated annually.	Emergency Action Plan
Evacuation & Post-emergency Procedures Post emergency procedures by doors (Lockdown, Emergency Numbers, Evacuation Map)	Updated annually.	Emergency Action Plan
Maps/Schedules/list/form updates - Attachments A-E, I, K-N Maps (as needed) Staff Release Order List (Attachment F - Staff Release Order list) Emergency Drill Schedule/Line Up Areas (Attachment K - Emergency Drill Schedule/Line Up areas 2021) Buddy List (Attachment L - Buddy list 2021) Pocket Response Plan (Attachment M - Pocket Response Plan 2021) Staff Emergency Contact - Medical Information (Attachment N)	Updated annually.	Emergency Action Plan
Emergency Contacts Update individuals and contact information found on emergency contact charts. (B) Disaster Procedures - Section: Disaster Plan	Verified annually	Emergency Action Plan

Activity Description (i.e. review steps, meetings conducted, approvals, etc)	**Date and Time**	**Attached Document** (description and location)
Student Information Update list of students with medical needs (binder) Update list of students' emergency information Update list of students with disabilities - ensure students have special evacuation procedures established if special assistance is required during an evacuation such as noise-canceling headphones in the emergency bag and classroom assistant available to support students.	Update annually. Securely maintained.	Emergency Action Plan
Documentation & Recordkeeping (Attachment G) Ensure the necessary records are properly maintained Update Student Release forms as needed (Attachment G)	Update annually Securely maintained	Emergency Action

Santa Rosa French-American Charter School (SRFACS) Incident Command System



Section Chief: Angel Bigelow
Alternate 1: Dennis Clark
Alternate 2: : Kiflom Atombes

Assembly/Shelter Team:
1*: Aude Paret
2**: Bertrand Lohier
3***: Ludovic Pallanca

Crisis Intervention/Care Comfort Team:
1*: Sharon Orozco
2**: Juliette Lagrange
3***: Debbie Beecher
4****: Myriam Dalmau
5***** Diane Redalia

Maintenance/Fire/Site/Security Team:
1*: Dennis Clark
2**: Kiflom Atombes
3***: JP Ehrhold

Section Chief: Berengere Demailly
Alternate 1: Melinda McCullough
Alternate 2: Corinne Naro

Documentation Team:
1*: Adele Johns-Diehl
2**: Debra Winkelman
3***: Dianna Darrow

Situation Status Team:
1*: Christie Malpiede
2**: Corinne Naro
3***:Ketsia Cabaz Raufauste

Section Chief: Cheryl Miller
Alternate 1:Debra Winkelman
Alternate 2: Christelle Carrey

Supplies:
1*: Clemence Spita
2**: Ronit Glickman
3***: Zeynep Brockett

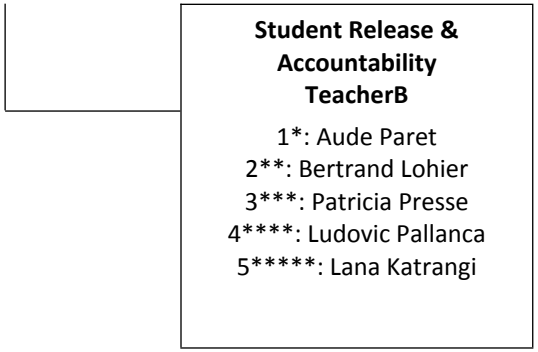
Transportation Team:
1*: Day Care
2**: Kristin Sullivan
3***: Adela Castelain

Section Chief: Christie Malpiede
Alternate 1: Katherine Roederer
Alternate 2:

Recordkeeping Team:
1*: District Office
2**: Dianna Darrow
3***: Cheryl Miller

First Aid & Search Teacher A

1*: JP Ehrhold
2**:Berengere Demailly
3***: Lucie Renard
4****: Caroline Ettig
5*****: Florian Mahe


Student Release & Accountability
TeacherB
1*: Aude Paret
2**: Bertrand Lohier
3***: Patricia Presse
4****: Ludovic Pallanca
5*****: Lana Katrangi

Incident Command Team Responsibilities

Standardized Emergency Response Management System Overview
The California Standardized Emergency Management System (SEMS) is designed to centralize and coordinate emergency response through the use of standardized terminology and processes. This greatly facilitates the flow of information and resources among the agencies participating in response to an emergency. SEMS consists of five functions:
1. The Command Function is responsible for directing, ordering, and controlling of resources by explicit legal, agency, or delegated authority. The function is composed of the Incident Commander (IC), Safety Officer, Public Information Officer (PIO), Agency Liaison Officer, and a Deputy Incident Commander. The IC position must always be filled. The IC remains responsible for all five functions of the ICO structure, which have not been formally activated. In addition to the primary ICO functions, the IC is also responsible for the Safety Officer, Public Information Officer, and Agency Liaison Officer positions, unless otherwise delegated. Depending on the severity of the incident, the IC may also activate a Deputy IC for support.

2. The Operations Function is responsible for the coordinated tactical response of all field operations directly applicable to or in support of the mission(s) in accordance with the Emergency Action Plan. This is the most complex and primary established function.

3. The Planning/Intelligence Function is responsible for the collection, evaluation, documentation, and use of information about the development of the incident, and the status of resources.

4. The Logistics Function is responsible for providing facilities, services, personnel, equipment, and materials in support of the incident.

5. The Finance/Administration Function is responsible for all financial and cost analysis aspects of the incident, and for any administrative aspects not handled by the other functions.

Management
During an emergency, the Incident Commander directs response actions from a designated Command Post. To effectively do this, the Incident Commander must constantly assess the situation, and develop and implement appropriate strategies. The Incident Commander must be familiar with the available resources, accurately document all response actions, and effectively communicate response strategies to others participating in the response. This function is typically filled by the school principal. The principal is assisted in carrying out this function by a Public Information & Liaison Officer and Safety Officer.

Planning & Intelligence
Planning and Intelligence involves the use of various methods to efficiently gather information, weigh and document the information for significance, and actively assess the status of the emergency. This understanding and knowledge about the situation at hand is vital to the effective management of a response. These activities are performed by a single person who reports directly to the Incident Commander.

Operations
All response actions are implemented under by Operations. This includes staff performing first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students.

Logistics
Logistics supports the response by coordinating personnel; assembling and deploying volunteers; providing supplies, equipment, and services; and facilitating communications among emergency responders.

Finance & Administration
Finance & Administration involves the purchasing of all necessary materials, tracking financial records, timekeeping for emergency responders, and recovering school records following an emergency. These activities are performed by a single person who reports directly to the Incident Commander.

Emergency Response Guidelines

Step One: Identify the Type of Emergency
Levels of Emergencies
THREE LEVELS OF EMERGENCIES: Emergencies are described by one of the following three levels:

Step Two: Identify the Level of Emergency
Level One Emergency: A localized emergency which school district personnel can handle by following the procedures in their own emergency plan. Examples: power out-age, minor earthquake, etc.

Level Two Emergency: A moderate to a severe emergency, somewhat beyond the school district response capability, which may require mutual aid assistance from the fire department, Sheriff's Department, etc. Examples: fire, severe earthquake with injuries and/or structural damage.

Level Three Emergency: A major disaster, clearly beyond the response capability of school district personnel, where large amounts of mutual aid assistance will be required, recovery time will be extensive, and the response time from major supportive agencies may be seriously delayed and/or impaired.

Step Three: Determine the Immediate Response Action
Plan Implementation
The Plan will be:
Initiated by the principal or designee when conditions exist which warrant its execution;
Implemented by all staff that will remain at school and performs those duties as assigned until released by the principal.

Step Four: Communicate the Appropriate Response Action
School Personnel Responsibilities:
Principal- Command, and control of school- media spokesperson or designee
Office Manager- assigned to stay with the principal for administrative support functions and logging of events, decisions, etc.
Office Tech - In charge of student emergency cards.

The principal follows the communication guideline below:
1. If a weapon/active threat on campus, call the police
2. Contact your immediate supervisor by:
 a. Written text with "911" or "I am calling an emergency"
 b. Immediately call after
3. If no response, call district emergency extension xx799
    - Three individuals will be called Patty, Renee, & Adina
4. If no response, call Superintendent's cell

Types of Emergencies & Specific Procedures

Aircraft Crash
1. If an aircraft crashes on or near school buildings, or if an explosion erupts inside the school, teachers give the DROP command to protect children against blast and falling objects.

2. Teachers take immediate action to remove children to assembly areas and follow evacuation procedure.

3. Staff performs necessary rescue measures to help injured or trapped students.

4. Call police and fire departments.

5. Principal ensures that students and staff are kept at a safe distance from aircraft in danger of possible explosion.

Animal Disturbance
The first consideration is the safety of the pupils and personnel.

1. Isolate the pupils from the animal.

¬If an animal is outside, keep pupils inside.

¬If an animal is inside; keep pupils outside or in some other sheltered area.

¬Call the office to report.

The principal notifies the Superintendent/ District Emergency Preparedness Director.

Armed Assault on Campus
Armed Assault on Campus

Profile of an Active Shooter
An active shooter is an individual actively engaged in killing or attempting to kill people in a confined and populated area, typically through the use of firearms.

Characteristics of an Active Shooter situation:
- Victims are predominately selected at random
- The event is unpredictable and evolves quickly
- Unless confronted, law enforcement is required to resolve the violent situation

Coping with an Active Shooter situation:
- Be aware of your environment and any possible dangers
- Take notes of the two nearest exits in any facility/location you enter
- If you are in an office and can't escape, stay there and secure/barricade the door
- Attempt to take the Active Shooter down as a last resort

Active Shooter Procedures
Inside:

RUN...

Know where the threat is and run away from it
Know your escape routes
Leave your belongings behind
Take your cell phone
Keep hands visible for responding Law Enforcement

HIDE...

Call 911 for assistance if possible
Lock and barricade door(s)
Cover windows, close blinds, and curtains
Tell students to be quiet and silence cell phones
Stay low to the ground and hide away from windows
Spread out (if possible)
Be prepared to FIGHT
Call 911 and notify the District Superintendent/District Emergency Preparedness Coordinator when it is safe to do so.
Information to provide to Law Enforcement or 911 Operator
The specific location of the active shooter
Number of Shooters
Physical description of shooters
Number and type of weapons held by shooters
Number of potential victims at the location

FIGHT...

As a last resort and only when your life is in imminent danger
If an intruder comes in the classroom, be prepared to fight
Use a weapon (fire extinguisher, chair, books, etc.)
Use your surroundings to create distractions: yelling, trip hazards, throwing items, turning off lights, putting furniture in front of the door

Outside:
If shots fired - immediately "Drop and cover"
If it is safe, move away from the shooting
How to respond when Law Enforcement Arrives
Remain calm and follow instructions
Remove any items in your hands (i.e., cell phones, bags, jackets)
Raise hands and spread fingers
Keep hands visible at all times
Avoid quick movements toward officers such as holding on to them for safety
Avoid pointing, screaming or yelling
Do not stop to ask officers for help or direction when evacuating
The principal notifies the Superintendent/ District Emergency Preparedness Director. The decision to evacuate students off-site depends on the situation and will be made by the Principal/Designee/Superintendent/District Emergency Preparedness Director and/or Law Enforcement.
The principal advises parents of the release of students to an alternate location when it is safe to do so.

WAR OR THREAT OF WAR: ATTACK OR TAKE COVER SIGNAL
1. A warning of an attack will be a 3-5 minute warbling sound or series of short blasts on public warning devices.
2. Principal orders teachers to prepare students for DROP command leaving classroom windows and doors open and closing blinds

to reduce fire hazards from heat rays.
3. Turn on radio to an Emergency Broadcast System station, KSRO 1350 AM to monitor emergency information and instructions.

SURPRISE ATTACK
Detonation of a weapon may be accompanied by an extremely intense light flash and heat waves. The flash is then followed by heavy shock waves.
1. Teacher gives DROP command.
2. Following the blast, the principal orders staff and students to evacuate to outside assembly areas if deemed appropriate. The Emergency Broadcast System, KSRO 1350 AM should be monitored for emergency information. Teachers follow evacuation procedures once students are assembled.

Biological or Chemical Release
1. Principal arranges for the evacuation of students and staff to a safe location.

2. Principal advises news media of the removal of students to alternate location.

3. Students released to parents from alternate/safe location.
(all teacher emergency kits have emergency release information assuring that children are released to parent/guardian approved individuals.)

Bomb Threat/ Threat Of violence
If a threat by telephone comes directly to a school
1. The person receiving a call should attempt to keep the caller on the telephone as long as possible and alert someone else by a prearranged signal so they can get on an extension and notify the telephone company to trace the call.
* Dial "911" -- tell operator, 'This is (name of the caller) from (name of school). We are receiving a bomb threat on another line. The number of that line is ( ). Please trace the call."
* Give any additional information needed by the operator. This must be done quickly. (The call cannot be traced once the caller has hung up.)

2. The principal/designee notifies the Superintendent/ District Emergency Preparedness Director. The decision to evacuate students off-site depends on the situation and will be made by the Principal/Designee/Superintendent/District Emergency Preparedness Director and/or Law Enforcement.

3. Try to determine if the caller is a student or an adult. If it is a student, it may be easier to discover identity.

4. The principal shall determine whether to evacuate the building(s) threatened.
* Upon a decision to evacuate (principal and law enforcement), if one specific building has been threatened, it should be evacuated along with adjoining buildings and a search should be instituted by office staff.
* Avoid the use of the general alarm, if possible.
* Use the personal notification by designated persons or the PA system to evacuate the threatened rooms.
* If it is necessary to evacuate the entire school, use the fire alarm.

5. Students and staff will return to the buildings only when they have been cleared by Law Enforcement and the Principal or designee has authorized the reoccupation and return to classrooms upon hearing the ALL CLEAR through the PA system.

6. The principal may also decide to call the fire department or police, if, in his/her opinion is warranted.
- The principal notifies parents of the situation.
- If students have been removed to an alternate/safe location for pick up.
- Resume school after the building(s) have been inspected and determined safe by proper authorities.
- Do not publicize the threat any more than necessary.

*A written threat should be turned over to the police department.
**Individual receiving the call should complete the Bomb Threat Report

Unsafe School Conditions
* If the school becomes unsafe, move students to a closest suitable alternate shelter.

Location:
Primary and secondary reunification/evacuation sites are shared with Santa Rosa Fire & Police

Procedure for movement to shelter:
Walking or bus transportation depending on the emergency

Bus Disaster
BUS DRIVERS/SCHOOL STAFF

Supervise the care of children if an emergency occurs while children are on the bus.

Issue DUCK, COVER AND HOLD command if an earthquake or surprise attack occurs while children are on a bus.

Transfer students to new locations, when directed by the principal.

The principal notifies parents.

The principal notifies the Superintendent/ District Emergency Preparedness Director.

Disorderly Conduct
A civil disturbance is an unauthorized assemblage on the school grounds with the potential to disrupt school activities; cause injury to staff and students; and/or damage property.

Precautionary measures must be taken to keep school personnel and students from undue exposure to danger. Efforts should be made to remain calm, to avoid provoking aggression, and to keep students in their classrooms.

The principal notifies the Superintendent/ District Emergency Preparedness Director. The decision to evacuate students off-site depends on the situation and will be made by the Principal/Designee/Superintendent/District Emergency Preparedness Director and/or Law Enforcement.

Inside School

STAFF ACTIONS:
Report disruptive circumstances to principal/sit administrator.
Avoid arguing with the participant(s).
Have all students and staff leave the immediate area of disturbance.
Lock doors. Account for all students and remain in the classroom unless instructed otherwise by the principal or Law Enforcement.
Stay away from windows and exterior doors.

PRINCIPAL/DESIGNEE ACTIONS:
If students are engaging in civil disobedience, keep the students confined to one room in the school building.
Set up a communication exchange with the students, staff, and principal. Try to restore order.
If unable to calm students and violent or uncontrolled behavior is probable, notify police of the situation and request assistance.
Send home with students for their parents/guardians a brief written description of the emergency, how it was handled and, if appropriate, what steps are being taken in its aftermath.

Outside of School

PRINCIPAL/DESIGNEE ACTIONS:
Call 911.
Move any students who are outside the school building inside. If unable to do so, have students lie down and cover their heads.
Once students are in the school building, lock and secure all exterior doors, including restrooms. Have custodians remove trash containers and other burnable items from public access.
Cancel all outside activities.
Maintain an accurate record of events, conversations, and actions.
Assign staff members to assist as necessary.

STAFF ACTIONS:
Close and lock classroom doors. Close all curtains and blinds. Keep students away from windows and take precautions to protect them from flying glass in the event windows are broken.
Instruct students to DUCK, COVER AND HOLD, lie on the floor and keep students calm.
Care for the injured, if any.
Remain with students within locked classrooms until ALL CLEAR is announced over the PA system, regardless of bells and the school schedule.

Earthquake
Earthquake
Duck, Cover, and Hold On
The Disaster Drill signal EARTHQUAKE - xx919 - signal is audible and consists of a pre-tone, voice message ENG/SPN (DROP, COVER, HOLD ON), post-tone sequence repeated 2 times, scrolling text until stopped in ENG/SPN (!!! DROP, COVER, HOLD ON!!!), flashing lights go on or an oral command to "DUCK, COVER AND HOLD" given by the teacher or other staff members who realize that an earthquake is occurring.

During an Earthquake

When Inside
1. Personally execute Action "DUCK, COVER AND HOLD ON" upon the first indication of an earthquake. Responsibility of Classroom Teachers or Principal
2. Try to avoid glass and falling objects. Move away from windows where there are large panes of glass and out from under heavy suspended light fixtures.
3. Warn students to avoid touching electrical wires that may have fallen to the ground.
4. Notify the custodian of breaks or suspected breaks in utility lines or pipes.

When outside
Upon the command "DUCK, COVER AND HOLD ON", students and staff should immediately move away from buildings and other objects that might topple over, DROP to the ground and COVER their head and the back of their neck.

This ACTION is appropriate for:
* Earthquake
* Explosion
* Surprise Attack

After
Evacuate Building
1. Fire alarm bell
Description:
- Teachers close doors. Exit outside to blacktop with red emergency bags and emergency containers.
- Students and staff move in an orderly and quiet manner along prescribed routes from inside school buildings to an outside area of safety. (see evacuation map and assigned line up areas)

- Teachers take attendance. If all students are accounted for, hold up green laminated paper that is found inside of the red bag. If any students are not accounted for, ask the student at the front of the line to hold up the red laminated paper that is found inside of the red bag, write names of missing students on Pink Attendance Form and send a runner to the principal.
- This ACTION should be followed by another action or a return to school buildings and normal class routine. ALL CLEAR signal, long continuous bell: command given by the principal.

This ACTION is considered appropriate for, but is not limited to, the following:
* Active Shooter
* Bomb threat
* Chemical accident
* Explosion or threat of explosion
* Fire
* Other similar occurrences that might make the school buildings unsafe.

The principal notifies the Superintendent/ District Emergency Preparedness Director.
The decision to evacuate students off-site depends on the situation and will be made by the Principal/Designee/Superintendent/District

Summary:
1. Teachers order students to drop to the floor, using desks and chairs to protect themselves from falling objects. Because building walls tend to fall outward, protection of inner walls, hallways, and doorways should be sought.
2. After the earthquake tremors subside, teacher may order evacuation of the classroom.
3. If building is evacuated, teachers take roll, report missing students, and determine those in need of first aid.
4. Classes are resumed when building is declared safe by the principal or designee.

Explosion or Risk Of Explosion
Explosion/Threat of Explosion

1. Personally execute Action DUCK, COVER AND HOLD upon the first indication of the explosion.

2. If the explosion occurred within the school buildings, immediately upon passage of the blast wave, initiate Action LEAVE BUILDING.

Threat of Explosion
1. Initiate Action LEAVE BUILDING.
Responsibility of Principal, Lead Teacher or School Office Manager

Unsafe School Conditions
* If SRFACS becomes unsafe, move students to the closest suitable alternate shelter.
Location: Brook Hill Elementary School - 1850 Vallejo St. Procedure for movement to shelter: Walk through Doyle Park.
The principal notifies the Superintendent/ District Emergency Preparedness Director.
The decision to evacuate students off-site depends on the situation and will be made by the Principal/Designee/Superintendent/District Emergency Preparedness Director and/or Law Enforcement.

Fire in Surrounding Area
Each classroom and facility on the campus has a functioning fire extinguisher and a manual pull switch to activate the fire alarm. In addition, evacuation routes are posted by the exits in each classroom. For the protection of all occupants on campus in case of a fire, the following evacuation procedures have been established should there be a need to EVACUATE off-site.

1. The set alarm is distinctive and recognizable as a signal to evacuate. The evacuation alarm signal is continuous. The PA system can also be used to EVACUATE. EVACUATION - xx909 - signal is audible and consists of a pre-tone, voice message ENG/SPN (EVACUATE), post-tone sequence repeated two (2) times, scrolling text until stopped in ENG/SPN (!!! Evacuate !!!), flashing lights go on.

2. Order a verbal evacuation if the fire alarm does not sound.

3. Notify emergency responders, Call 911.

4. Notify the Superintendent/ District Emergency Preparedness Director of the evacuation and location.

5. Stay calm and remain SILENT. If teachers and students are talking, directions and other information cannot be heard.

6. Everyone should clear the building immediately. WALK - Do not run.

7. Teachers will supervise egress from the classrooms into the designated Evacuation Areas according to the Emergency Evacuation Routes marked on the maps posted in every classroom and office. The teacher leaves the classroom last closing doors (not locked) and if safe windows.

8. If heavy smoke is present, crawl or stay near the floor for breathable air.

9. In the case of FIRE ONLY, close the doors upon evacuating.

If there is no need to evacuate the following procedures have been established.

Air Quality

1. Air Quality Index located on the SRCS District website will be used to determine if activities should be moved indoors.

2. The principal will communicate to staff and students via the PA System when activities will remain indoors.

3. The principal will communicate to parents that students are safe and due to the air quality activities will resume and remain indoors.

4. The principal notifies the Superintendent/ District Emergency Preparedness Director. The decision to evacuate students off-site depends on the situation and will be made by the Principal/Designee/Superintendent/District Emergency Preparedness Director and/or Law Enforcement.

Fire on School Grounds

1. Sound fire signals: clock emergency alert and instructions or klaxon

2. Students and adults evacuate building to outside assembly areas.

3. Teacher leaves room last, taking class records, emergency supply duffel bags and keys, closes doors (not locked) and windows.

4. In outside assembly areas, teachers take roll, report missing students, and administer first aid to any injured person.

5. If fire is serious, students are taken to an alternate location for protective supervision until parents can be notified for pickup.

Each classroom and facility on the campus has a functioning fire extinguisher and a manual pull switch to activate the fire alarm. In addition, evacuation routes are posted by the exits in each classroom. For the protection of all occupants of the building, in case of a fire or disaster, the following evacuation procedures have been established:

1. The set alarm is distinctive and recognizable as a signal to evacuate. The evacuation alarm signal is continuous. The PA system can also be used to EVACUATE. EVACUATION - xx909 - signal is audible and consists of a pre-tone, voice message ENG/SPN (EVACUATE), post-tone sequence repeated 2 times, scrolling text until stopped in ENG/SPN (!!! Evacuate !!!), flashing lights go on.

2. Order a verbal evacuation if the fire alarm does not sound.

3. Notify emergency responders, Call 911.

4. Notify the Superintendent/ District Emergency Preparedness Director.

5. Stay calm and remain SILENT. If teachers and students are talking, directions and other information cannot be heard.

6. Everyone should clear the building immediately. WALK - Do not run.

7. Teachers will supervise egress from the classrooms into the designated Evacuation Areas according to the Emergency Evacuation Routes marked on the maps posted in every classroom and office. The teacher leaves the classroom last closing doors (not locked) and if safe windows.

8. If heavy smoke is present, crawl or stay near the floor for breathable air.

9. In the case of FIRE ONLY, close the doors upon evacuating.

10. Outside assembly areas, teachers will take their emergency bags which include a classroom list to the evacuation site, take roll, and complete an attendance report (pink slip) and administer first aid to any injured person. Teachers will submit a report (pink slip) and identify any missing student(s), Staff Buddies, or other Staff to the Evacuation Area Lead.

11. If an emergency evacuation occurs when you are in the corridors, join the nearest class leaving the building and then report to your designated Evacuation Area.

12. If an exit is barricaded, then the next nearest exit should be used.

13. The Utilities Team shall assist by shutting off gas valves, electricity, etc., or other if necessary for evacuating, putting out the fire, etc.

14. The Incident Command Staff will take the student emergency forms to the Evacuation area.

15. Notify students and staff if and when it is safe to return to the school site and/or building under the direction of the Fire Department and in consultation with the Superintendent or designee.

16. If it is unsafe to return to the building, students will be supervised and release procedures will be initiated.

17. The principal notifies the Superintendent/ District Emergency Preparedness Director. The decision to evacuate students off-site depends on the situation and will be made by the Principal/Designee/Superintendent/District Emergency Preparedness Director and/or Law Enforcement.

Flooding

Flooding could threaten the safety of students and staff whenever storm water or other sources of water threaten to inundate school grounds or buildings. Flooding may occur if a water pipe breaks or prolonged rainfall causes urban streams to rise. Flooding may also occur as a result of damage to water distribution systems such as drains. If weather-related, an alert message will be broadcast over the weather radio station. In the event of a flood, the following guidelines should be followed as much as possible:

Incident Commander:

1. Determine if evacuation is required.
2. Notify the Superintendent/ District Emergency Preparedness Director of intent to evacuate, the location of the safe evacuation site and the route to be taken to that site.
3. The decision to evacuate students off-site will be made by the Principal/Superintendent/and/or District Emergency Preparedness Director.

4. Instruct on the means of which students will be evacuated to a safer location. Other guidelines should be kept in mind if students are going to be transported by buses or cars.
5. Post a notice on the office door stating where the school has relocated and inform the relocation site to the Superintendent/District Emergency Preparedness Director.
6. Monitor local radio and television stations for flood information.
7. Delegate a search team if students or staff have been determined to be missing.
9. Do not allow staff and students to return to the building until proper authorities have determined that it is safe to do so.

General Staff:

1. If warranted, evacuate students using an evacuation plan.
2. Stay calm and remain SILENT. If teachers and students are talking, directions and other information cannot be heard.
3. Teachers will supervise egress from the classrooms into the designated Evacuation Area according to the established Emergency Evacuation Routes marked on the maps posted in every classroom and office.
4. Teachers will take their roll books to the evacuation site, take roll, and complete an attendance report.
5. Teachers will submit a report and identify any missing student(s), Staff Buddies, or other Staff to the Evacuation Area Lead.
6. If students or staff have been determined to be missing, a search & rescue team will conduct their duties.
7. Follow the Student Request and Release Procedures, if school dismissal is warranted by the Superintendent/ District Emergency Preparedness Director.

Students and staff will be notified if and when it is safe to return to the school site and/or building under the direction of emergency responders and in consultation with the Principal/Designee/Superintendent/District Emergency Preparedness Director. Do not return to the school building until it has been inspected and determined safe by property authorities.

WINDSTORM

1. Assemble students and staff inside shelters and/or buildings; take roll call
2. Close windows and blinds; remain near inside walls.
3. Avoid multipurpose room or other structures with large roof spans; evacuate rooms bearing full force of wind.
4. Monitor local radio station for latest advisory information.
5. Notify utility companies of any break or suspected breaks.
6. Notify appropriate school district officials.

Heat (Excessive) and Air Quality

There are days where the city of Santa Rosa will experience record high temperatures during a week and the National Weather Service will place the city in an Excessive Heat Warning. As a result, leaders at our school sites will follow the Excessive Heat Warning/Heat Advisory and Air Quality guidelines regarding recess, physical education, and outdoor sports. The health and safety of our students and staff are our top priority. The heat and air quality will be closely monitored and decisions on the level of activities will be guided by our local and state guidelines.

Using the location's "HeatRisk'' level. Cancel all outdoor and unconditioned indoor activities when the HeatRisk level is Red or Magenta during the heat of the day. Find your HeatRisk level here: NWS HeatRisk forecast (for details, see grid on next page). If in doubt, cancel. Charts are attached.

Other heat advisory related resources that may be helpful:
Santa Rosa City Schools Heat & Air Quality Advisory:
https://drive.google.com/file/d/1zHoNMWJHkyOAqIYUJeHAswsG7fKUSl13/view?usp=sharing
NWS HeatRisk forecast web page: https://www.wrh.noaa.gov/wrh/heatrisk/
California Department of Education (CDE) Excessive Heat web page: https://www.cde.ca.gov/ls/ep/extremeheat.asp
Centers for Disease Control and Prevention Tips for Preventing Heat Related Illness web page:
https://www.cdc.gov/disasters/extremeheat/heattips.html
California Interscholastic Federation Heat Illness web page: https://cifstate.org/sports-medicine/heat_illness/index

Loss or Failure Of Utilities
Notify the District Superintendent/District Emergency Preparedness Director.

Unexpected equipment failure causing loss of power, failure of utilities or deliberate power outages, due to excessive heat or cold weather conditions, has the potential to affect our schools.

During the School Day:

If the power outage is during school hours students will remain at school until the end of the school day. All after school activities and programs will be canceled.

Schools will assess food preparation facilities, estimate the number of persons requiring shelter and for what period of time, assess the adequacy of available water, food, blankets, and other supplies, and control conservation of water. In addition, they will establish a list of all persons on campus and determine any special needs, report additional equipment and supply needs to the District Emergency Operations Center (EOC) and set up portable latrines as needed.

Before the start of the School Day:

If the loss of power is before the start of school hours, the Superintendent will make the decision to close schools. The principal will send a message via the message system to the school community (parents and staff) in English and Spanish.
The SRCS District Office may also choose to send a message to the school community if multiple sites will be closed due to the loss or failure of utilities.

School closure and event cancellation is ultimately a school district-by school decision based on local conditions.

Motor Vehicle Crash
A motor vehicle crash may result in a fuel or chemical spill on school property. If the crash results in a utility interruption, refer to the section on Utility Failure.

PRINCIPAL/DESIGNEE ACTIONS:

Notify the police and fire department (CALL 911).
Determine immediate response procedures, which may include EVACUATION or OFF-SITE EVACUATION which may include the use of buses or alternate transportation.
Arrange for first aid treatment and removal of injured occupants from the building.
Secure area to prevent unauthorized access until the public safety officials (police, sheriff, fire department) arrive.
Ensure that students and staff remain at a safe distance from the crash.
Account for all building occupants and determine the extent of injuries.
Notify the Superintendent/ District Emergency Preparedness Director.
The decision to relocate students will be made by Law Enforcement/Principal/Superintendent/District Emergency Preparedness Director.
Follow the Student Request and Release Procedures if school dismissal is warranted by the Office of the Superintendent/ District Emergency Preparedness Director.
The principal advises parents of the removal of students to an alternate location.
Students released to parents from alternate/safe location.

STAFF ACTIONS:

Notify Principal
Move students away from the immediate vicinity of the crash.
EVACUATE student to the evacuation assembly/safe area away from the crash. Take the class list and red emergency backpack.
Check the school site to assure that all student have evacuated.
Take attendance at the evacuation assembly area
Report missing students (pink form) to the principal/designee and emergency response personnel.
Maintain control of the students a safe distance from the crash site.

Care for the injured, if any.
Escort students back to the school site when emergency response officials have determined it is safe to return to the building. (All teachers have a RED emergency bag in their classroom that includes an updated annual emergency release information) (teachers update from the Student Information System (SIS) assuring that children are released to parent/guardian approved individuals.)

School closure and event cancellation is ultimately a school district-by school district decision based on local conditions.

Pandemic

For the most current information please use the Santa Rosa City Schools' website under:
COVID-19 Information (https://www.srcschools.org/Page/4485)

Psychological Trauma
A risk to the life and safety of students and staff may exist when there is a serious display of disordered thought or behavior. Possible symptoms include the following: hallucinations, extreme paranoia, impaired judgment that may lead to unsafe decision-making and dangerous behavior (to self or others), incoherent or disjointed speech and self-injurious behavior such as: hitting the head, cutting self. Attempts should be made to use de-escalation strategies, calming techniques (e.g., deep breathing), and to implement behavior plans, crisis plans or strategies in an IEP, if in place.

PRINCIPAL/DESIGNEE ACTIONS:
Keep the individual under continuous adult supervision.
Keep the individual on campus until the parent/guardian has been notified.
Arrange appropriate support services for the necessary care of the individual.
If the individual actively displays dangerous behavior or there is a reason to believe the student cannot be safely transported, call agencies as appropriate to coordinate emergency mental health services (e.g., mental health facilities, juvenile court, law enforcement).
School professional (psychologist, counselor, social worker, nurse) should recommend the next steps to the principal. The next steps may include:
Provide parents/guardian with the names and phone numbers of mental health resources
Recommend that the parents/guardian make an immediate contract with a therapist.
Request that the parents/guardian to sign release forms to allow two-way communication between the school and the treating agency.
Make a follow-up check with the treating agency, family and student as appropriate, to ensure that appropriate care has been arranged.
Provide follow-up collaborative support for the student and parents (as indicated) within the school.
Develop a safety plan prior to the student's return to school.
Document actions taken on behalf of the student (referrals, phone contacts, follow-up activities, etc.)

STAFF ACTIONS:
Take immediate action to isolate the individual and provide safety to the student body. Do not leave the irrational individual alone.
Notify principal/designee
Notify school nurse, school psychologist, counselor or social worker.
Protect the individual from injury.

Suspected Contamination of Food or Water
This procedure applies if there is evidence of tampering with food packaging, observation of suspicious individuals in the proximity of food or water supplies or suspicion of possible food/water contamination. Indicators of the contamination may include unusual odor, color and/or taste or multiple individuals with unexplained nausea, vomiting or other illness.

PRINCIPAL/DESIGNEE ACTIONS:
CALL 911
Isolate suspected contaminated food/water to prevent consumption. Restrict access to the area.
Maintain a log of affected students and staff and their systems, the food/water suspected to be contaminated, the quantity and character of products consumed and other pertinent information.
Provide a list of potentially affected students and staff to responding authorities.
Provide staff with information on possible poisonous materials in the building.
Notify District Superintendent/District Emergency Preparedness Director of situation and number of students and staff affected.

STAFF ACTIONS:

Notify principal/designee
CALL the POISON CENTER HOTLINE 1-800-222-1222.
Administer first aid as directed by the poison information center.
Seek additional medical attention as needed.

PREVENTATIVE MEASURES:
Keep poisonous materials in a locked and secure location.
Post the Poison Control Center emergency number in the front office, school health room (located in the main office) and on all phones that can call outside.
Post the names of building personnel who have special paramedic, first aid training or other special lifesaving or life-sustaining training.

Tactical Responses to Criminal Incidents
(1) When a principal or his or her designee verifies through local law enforcement officials that a report has been filed of the occurrence of a violent crime on the school site of an elementary or secondary school at which he or she is the principal, the principal or the principal's designee may send to each pupil's parent or legal guardian and each school employee a written notice of the occurrence and general nature of the crime. If the principal or his or her designee chooses to send the written notice, the Legislature encourages the notice to be sent no later than the end of business on the second regular workday after the verification. If, at the time of verification, local law enforcement officials determine that notification of the violent crime would hinder an ongoing investigation, the notification authorized by this subdivision shall be made within a reasonable period of time, to be determined by the local law enforcement agency and the school district. For purposes of this section, an act that is considered a "violent crime" shall meet the definition of Section 67381 and be an act for which a pupil could or would be expelled pursuant to Section 48915.

(2) Nothing in this subdivision shall create any liability in a school district or its employees for complying with paragraph (1).
(1) Notwithstanding subdivision (b), a school district or county office of education may, in consultation with law enforcement officials, elect to not have its school site council develop and write those portions of its comprehensive school safety plan that include tactical responses to criminal incidents that may result in death or serious bodily injury at the school site. The portions of a school safety plan that include tactical responses to criminal incidents may be developed by administrators of the school district or county office of education in consultation with law enforcement officials and with a representative of an exclusive bargaining unit of employees of that school district or county office of education, if he or she chooses to participate. The school district or county office of education may elect not to disclose those portions of the comprehensive school safety plan that include tactical responses to criminal incidents.

(2) As used in this article, "tactical responses to criminal incidents" means steps taken to safeguard pupils and staff, to secure the affected school premises, and to apprehend the criminal perpetrator or perpetrators.

(3) Nothing in this subdivision precludes the governing board of a school district or county office of education from conferring in a closed session with law enforcement officials pursuant to Section 54957 of the Government Code to approve a tactical response plan developed in consultation with those officials pursuant to this subdivision. Any vote to approve the tactical response plan shall be announced in open session following the closed session.

(4) Nothing in this subdivision shall be construed to reduce or eliminate the requirements of Section 32282.
Notwithstanding the process described above, any portion of a comprehensive safety plan that includes tactical responses to criminal incidents that may result in death or serious bodily injury at the school site, including steps to be taken to safeguard students and staff, secure the affected school premises, and apprehend the criminal perpetrator(s), shall be developed by district administrators in accordance with Education Code 32281. In developing such strategies, district administrators shall consult with law enforcement officials and with a representative of an employee bargaining unit, if he/she chooses to participate. When reviewing the tactical response plan, the Board may meet in closed session to confer with law enforcement officials, provided that any vote to approve the tactical response plan is announced in open session following the closed session. (Education Code 32281)

- The principal notifies the Superintendent/District Emergency Preparedness Director.
- The decision to evacuate students off-site will be made by the Principal/Designee/Law Enforcement/Superintendent/District Emergency Preparedness Director.

Depending on the situation: LOCKDOWN-follow lockdown procedures (see below), RUN-HIDE-FIGHT-follow Active Shooter

Procedures (see below), EVACUATE-if told to evacuate campus move to the designated location off-site or evacuation area on-site.

How to respond when Law Enforcement Arrives
Remain calm and follow instructions
Remove any items in your hands (i.e., cell phones, bags, jackets)
Raise hands and spread fingers
Keep hands visible at all times
Avoid quick movements toward officers such as holding on to them for safety
Avoid pointing, screaming or yelling
Do not stop to ask officers for help or direction when evacuating

Call 911 and notify the District Superintendent/District Emergency Preparedness Director when it is safe to do so.

Information to provide to Law Enforcement or 911 Operator
The specific location of the active shooter
Number of Shooters
Physical description of shooters
Number and type of weapons held by shooters
Number of potential victims at the location

Lockdown Procedure:

- Designate an individual to call 911 and stay on the phone with the operator. Notify District Office at the same time, or as soon as possible.
- Notify staff, students, and visitors of the situation without using code words or euphemisms via:
- An announcement over the PA: “LOCKDOWN-LOCKDOWN!!! Your attention please, initiates lockdown procedures immediately and stand by for further instructions.” OR (if no PA system is available or audible in all areas of campus)
- Use pre-determined Bell Code System to alert staff. Be sure all classrooms, libraries, cafeterias, gymnasiums, and all other on-campus programs and offices are also notified.
- Lockdown your office.
- Sit tight! When law enforcement arrives on campus they will give you instructions.

Lockdown Preparations:

- In classrooms and offices:
- Shut and lock doors and all windows, pull draperies or close blinds and blacken any doorway windows. DO NOT open the door for anyone or peek out windows until “All Clear” signal is given
- Move all students and staff out of the line of sight, usually away from the windows and staying low and quiet
- Turn off lights
- Keep calm and quiet
- Take out class roster and take roll. Notify office (as pre-determined via phone, email, text, etc.) of any missing or extra students.
- Post red or green signs, if recommended by district, if it is safe to do so
- Remain in classrooms and offices until the “All Clear” signal is given or you are escorted out by first responders
- In the cafeteria, library or gymnasium:
- Shut and lock doors and all windows, pull draperies or close blinds and blacken any doorway windows
- Move all students and staff away from windows and stay low, below the window line
- Turn off lights
- Keep calm and quiet
- Take out class roster and take roll. Notify office (via phone, email, text, etc.) of any missing or extra students.
- Post red or green signs, if recommended by district, if it is safe to do so
- Remain in place until the “All Clear” signal is given or you are escorted out by first responders
- Outdoors, passing periods, before and after school, and at lunch:
- Immediately move inside the nearest building
- Follow procedures above
- Remain in place until the “All Clear” signal is given or you are escorted out by first responders

Additional Lockdown Procedures:

- Short term lockdown (less than 8 hours)- open emergency supply box/kit if needed
- Long term lockdown (more than 8 hours)- open emergency supply box/kit and set-up latrine system
- After “All Clear “ signal is given:
- Activate Parent Alert System (phone tree, if one is in place or other method)
- Retake roll to determine if any students remain unaccounted
- Initiate Crisis Intervention Team for grief support and trauma recovery if necessary

Note: “Lockdown,” like “Drop, Cover, and Hold On” can be initiated by a teacher or employee in response to violent behavior, shots fired, or any other activity that threatens the safety of students and staff. When initiated by a teacher or employee, it is their responsibility to get a message to the school office about the nature of the incident, when it is safe to do so.

How to assist those with disabilities during a lockdown:
Visually impaired

- Announce the type of emergency
- Offer your arm for guidance if they need to be moved to safety

Hearing impaired

- Turn lights on/off to gain persons attention
- Indicate directions with gestures or write a note with directions

Individuals with crutches, canes or walkers

- Assist to safety, if necessary

Individuals in wheelchairs

- If necessary, move wheelchair to appropriate place

Run-Hide-Fight/Active Shooter Procedures:
Inside:

RUN...
Know where the threat is and run away from it
Know your escape routes
Leave your belongings behind
Take your cell phone
Keep hands visible for responding Law Enforcement

HIDE...
Call 911 for assistance if possible
Lock and barricade door(s)
Cover windows, close blinds, and curtains
Tell students to be quiet and silence cell phones
Stay low to the ground and hide away from windows
Spread out (if possible)
Be prepared to FIGHT

Call 911 and notify the District Superintendent/District Emergency Preparedness Coordinator when it is safe to do so.

Information to provide to Law Enforcement or 911 Operator

The specific location of the active shooter
Number of Shooters
Physical description of shooters
Number and type of weapons held by shooters
Number of potential victims at the location

FIGHT...
As a last resort and only when your life is in imminent danger

If an intruder comes in the classroom, be prepared to fight
Use a weapon (fire extinguisher, chair, books, etc.)
Use your surroundings to create distractions: yelling, trip hazards, throwing items, turning off lights, putting furniture in front of the door
Outside:
If shots fired - immediately "Drop and cover"
If it is safe, move away from the shooting

How to respond when Law Enforcement Arrives
Remain calm and follow instructions
Remove any items in your hands (i.e., cell phones, bags, jackets)
Raise hands and spread fingers
Keep hands visible at all times
Avoid quick movements toward officers such as holding on to them for safety
Avoid pointing, screaming or yelling
Do not stop to ask officers for help or direction when evacuating

The principal notifies the Superintendent/ District Emergency Preparedness Director. The decision to evacuate students off-site depends on the situation and will be made by the Principal/Designee/Superintendent/District Emergency Preparedness Director and/or Law Enforcement.

The principal advises parents of the release of students to an alternate location when it is safe to do so.

Unlawful Demonstration or Walkout
Prohibited Activities

A student involved or attempting to be involved in any of the following prohibited activities shall be subject to discipline:
1. Disturbing the peace, including, but not limited to, causing or attempting to cause a riot, burning or destroying property, fighting, challenging another to fight, or using offensive words likely to provoke a fight.

2. Disrupting school operations, including, but not limited to, exercising free expression which is obscene, libelous, or slanderous or so incites students as to create a clear and present danger of the commission of unlawful acts on school premises or the violation of lawful school regulations, or substantially disrupting the orderly operation of the school (Education Code 48907)(cf. 5145.2 - Freedom of Speech/Expression)

Other examples of activities that may be considered disrupting school operations include, but are not limited to:

a. Organizing or participating in unauthorized assemblies on school premises
b. Participating in sit-ins or stand-ins which deny students or employees normal access to school premises
c. Interfering with or unauthorized use of the district's computer system

The principal notifies the Superintendent/District Emergency Preparedness Director.

Wildland/Urban Interface Fire

Wildfires or Wildland/Urban Interface Fires have occurred almost on a yearly basis around Sonoma County and or nearby local counties and schools may have a lot of warning about a wildfire that may affect their location, or they may have very little time to respond. In the response phase, the principal or school district will:

1. Follow the directions of emergency responders and the local public health department. If the entity is not in immediate danger from a wildfire, officials may recommend the campus shelter-in-place or take other actions (e.g., curtail outdoor activities). Schools, however, should be prepared to take other actions, such as evacuation. As always, educational staff members do not have to wait for instructions from local officials to respond—they should do whatever is needed to protect their students, staff members, and faculty.
2. Regularly monitor the following:

o The situation via community partners (e.g., local emergency management and public health department). Air quality may be provided on a state or local government's website or airnow.gov, including its link to current fire conditions. Current fire locations and their perimeters are provided on this U.S. Geological Survey tool. Some areas of the country are also able to sign up for air quality alerts.
o The health of students, staff members, and faculty, especially those who have respiratory problems. Consider using portable air cleaners in designated rooms. Air quality will probably be better in rooms that have fewer doors and windows.
3. Implement ICS, if necessary.
4. Provide Psychological First Aid (PFA). PFA is an early, brief, and focused intervention that can help reduce the social and emotional distress of children and adults after traumatic events. More information on Psychological First Aid for Schools (PFA-S), which is an evidence-informed intervention specifically designed to assist students, staff, and families, can be found in a REMS TA Center Web page Psychological First Aid for Schools (PFA-S), Helpful Hints publication Psychological First Aid (PFA) for Students and Teachers: Listen, Protect, Connect—Model & Teach, and Webinar Implementing Psychological First Aid (PFA) in School and Postsecondary Settings.
5. Plan for managing donations and volunteers. If the school or IHE is directly affected by a wildfire, and especially if the incident garners a lot of media attention, the entity will need to manage volunteers who want to help the school/IHE and/or provide donations. Systems and processes should be identified and created before an incident. More information is provided in this REMS TA Center Webinar and fact sheet.
6. Keep families informed about the situation (including resources and psychological support available to them) and campus openings, closings, and delayed opening times.

It is important for the district to constantly monitor the status of these fires as well as the air quality. Students should remain indoors away from the smoke and ash debris.

Air Quality
1. The Air Quality Index located on the SRCS District website will be used to determine if activities should be moved indoors.
2. The principal will communicate to staff and students via the PA System when activities will remain indoors.
3. The principal will communicate to parents that students are safe and due to the air quality activities will resume and remain indoors.
4. The principal notifies the Superintendent/ District Emergency Preparedness Director. The decision to evacuate students off-site depends on the situation and will be made by the Principal/Designee/Superintendent/District Emergency Preparedness Director and/or Law Enforcement.

Emergency Evacuation Map



Quick Reference Guide

HOW DO I FIND MY "HEATRISK" LEVEL? (IS IT TOO HOT FOR OUTDOOR PHYSICAL ACTIVITIES?)

National Weather Service HeatRisk Prototype. Map and grid (and definition of "heat sensitive groups" in Overview Tab) available at https://www.wrh.noaa.gov/wrh/heatrisk/

Color	Level	Meaning	Who/what is at risk?	For those at risk, what actions can be taken?
Green	0	• Level of heat poses **little to no risk**	• No elevated risk	• No preventative actions necessary
Yellow	1	• Heat of this type is **tolerated by most;** however, there is a **low risk for sensitive groups** to experience health effects	• Primarily those who are extremely sensitive to heat	• Increase hydration • Reduce time spent outdoors or stay in the shade when the sun is strongest • Open windows at night and use fans to bring cooler air inside buildings
Orange	2	• **Moderate risk for members of heat sensitive groups** to experience health effects • **Some risk for the general population who are exposed to the sun and are active** • For those without air conditioning, **living spaces can become uncomfortable during the day,** but should cool below dangerous levels at night	• Primarily heat sensitive or vulnerable groups, especially those without effective cooling or hydration, or those not acclimated to that level of heat (i.e. visitors) • Some transportation and utilities sectors	• Reduce time in the sun between 10 a.m. and 4 p.m. • Stay hydrated • Stay in a cool place during the heat of the day • Move outdoor activities to cooler times of the day • Open windows at night
Red	3	• **High Risk for much of the population who are 1) exposed to the sun and active or 2) are in a heat sensitive group, or 3) visiting a warmer climate and exposed to sun/heat** • **Dangerous to anyone without proper hydration or adequate cooling** • **Poor air quality** is possible • **Power interruptions** may occur as electrical demands increase	• Much of the population, especially people who are heat sensitive and those without effective cooling or hydration • Those exposed to the heat/sun at outdoor venues • Transportation and utilities sectors	• Try to avoid being outdoors in the sun between 10 a.m. and 4 p.m. • Stay hydrated • Stay in a cool place especially during the heat of the day • If you have access to air conditioning, use it. Even a few hours in a cool location can lower risk. Fans may not be adequate • Cancel outdoor activities during the heat of the day
Magenta	4	• Very High Risk for entire population • Very dangerous to anyone without proper hydration or adequate cooling • This is a multi-day excessive heat event. A prolonged period of heat is dangerous for everyone not prepared • Poor air quality is likely • Power outages are increasingly likely as electrical demands may reach critical levels	• Entire population is at risk • For heat sensitive groups, especially people without effective cooling, this level of heat can be deadly • Most transportation and utilities sectors	• Avoid being outdoors in the sun between 10 a.m. and 4 p.m. • Stay hydrated • Stay in a cool place, including overnight • If you have access to air conditioning, use it. Even a few hours in a cool location can lower risk. Fans will not be adequate • Cancel outdoor activities during the heat of the day

Santa Rosa City Schools

COVID-19 Updated: Heat & Air Quality Advisory

Air Quality Index (AQI)	Recommended School Activities	School Responsibility	District Responsibility
Good (0 - 50): Air quality is considered satisfactory, and air pollution poses little or no risk.	• Great day to be active outside!	**COVID-19 update:** • Encourage ventilation - open windows and doors in classrooms and offices. • Engage HEPA Filters and HVAC.	• None
Moderate (51 - 100): Air quality is acceptable; however, for some pollutants there may be a moderate health concern for a very small number of people who are unusually sensitive to air pollution.	• Great day to be active outside!	• Monitor readings, keep staff aware of sensitive students.[1] **COVID-19 update:** • Encourage ventilation - open windows and doors in classrooms and offices. • Engage HEPA Filters and HVAC.	• Monitor the situation if the index worsens.
Unhealthy for Sensitive Groups (101 - 150): Although general public is not likely to be affected at this AQI range, people with lung disease, older adults and children are at a greater risk from exposure to ozone, whereas persons with heart and lung disease, older adults and children are at greater risk from the presence of particles in the air.[1]	• It's OK to be active outside, especially for short activities such as recess and physical education. • For longer activities such as athletic practice, take more breaks and do less intense activities. • Watch for symptoms and take action as needed.[1] Students with asthma should follow their asthma action plans and keep their quick-relief medicine handy.	• Inform staff that restrictions are in place based on these recommendations. • Ensure that staff are following the guidelines. **COVID-19 update:** • Close windows and doors. • Engage HEPA Filters and HVAC.	• Remind site admin of the restrictions under this level of Air Quality. • Monitor the situation if the index worsens. • Determine if there are site by site concerns. • Respond to school if there are site by site concerns to support and determine severity.
Unhealthy (151-200): Everyone may begin to experience health effects members of sensitive groups may experience more serious health effects.	• For all outdoor activities, take more breaks and do less intense activities. • Consider moving longer or more intense activities indoors or rescheduling them to another day or time. • Watch for symptoms and take action as needed.[1] Students with asthma should follow their asthma action plans and keep their quick-relief medicine handy.	• Inform staff that restrictions are in place based on these recommendations. • Move all athletic related events to indoors if possible or reduce to less intense activities if moving to indoors is not possible. • Ensure that staff are following the guidelines. **COVID-19 update:** • Close windows and doors. • Engage HEPA Filters and HVAC.	• Remind site admin of the restrictions under this level of Air Quality. • Monitor the situation if the index worsens. • Determine if there are site by site concerns. • Respond to school if there are site by site concerns to support and determine severity. • Consider the protocol for closing schools.[2]
Very Unhealthy (201-300): Health alert: everyone may experience more serious health effects.	• Cancel all activities or reschedule them to another day. **COVID-19 update:** • Transition to Distance Learning Model.	• Inform staff that restrictions are in place based on these recommendations. • Cancel all athletic related activity. • Ensure that staff are following the guidelines • Stay in communication with the School District Office for changes. **COVID-19 update:** • Ensure teachers access students via Distance Learning Model.	**COVID-19 update:** Consider Initiate Protocol for Closing of Schools, either site by site or for the School District.[2]
Hazardous (301-500): Health warnings of emergency conditions. The entire population is more likely to be affected.	• No Guidance from AirNow.gov **COVID-19 update:** • Transition to Distance Learning Model.	**COVID-19 update:** • Ensure teachers access students via Distance Learning Model.	

[1] **Asthma Symptoms:** Air pollution can make asthma symptoms worse and trigger attacks. Symptoms of asthma include coughing, wheezing, difficulty breathing, and chest tightness. Even students who do not have asthma could experience these symptoms. If symptoms occur, the student might need to take a break, do a less intense activity, stop all activity, go indoors, or use quick-relief medicine as prescribed. If symptoms don't improve, get medical help.

[2] **Protocol for Closing Schools:** The Superintendent will determine if schools or individual schools shall be closed. This shall be done in consultation with the SRCS departments, Sonoma County Office of Education and the County Public Health Office. If the incident has been considered on-going and of a duration greater than two hours the Superintendent shall initiate the protocol through the following notification activities: SRCS Website, SRCS social media account, automated phone dialer and parent alert system, notify the County office of Education and local media outlets.

Last updated: May 12, 2021